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ABSTRACT

This handbook provides resources for curriculum directors and other instructional leaders in Georgia school systems to assist in reviewing, evaluating, and updating their instructional programs. The first section lists the various roles of the central office instructional leader, presents a model of the domains of instructional supervision, and discusses certification requirements, communication responsibilities, and professional growth opportunities. The second section is a detailed discussion of an instructional supervisor's three areas of primary responsibility: curriculum development, staff development, and improving classroom instruction. The third section lists services provided by various divisions of the Georgia Department of Education. An extensive set of appendixes provide the following: (1) sample job descriptions, (2) requirements for certification and classification of school personnel in Georgia, (3) materials to assist in curriculum planning, and (4) Georgia codes and policies relating to instruction. (TE)

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Instructional Leadership

A Handbook for the Georgia Curriculum Director

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Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1984

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Foreword

Successful instructional programs in Georgia schools are reviewed, evaluated and updated continually. This handbook will provide resources to curriculum directors and other instructional leaders in local school systems to help with these tasks.

An advisory committee was appointed to recommend the content for this handbook. Committee members were system superintendents, assistant superintendents for instruction, curriculum directors, subject area consultants and university professors of curriculum and supervision. Writers and editors were selected, and this handbook is the result of their time and hard work.

I appreciate the contributions made by the committee members, writers and editors to the development of this document, and I commend them for an excellent publication. I believe that this handbook will be a fine resource for instructional leaders in planning improved education programs in schools in Georgia.

Charles McDaniel
State Superintendent of Schools

Contents

Introduction v

The Central Office Instructional Leader 1

- Roles 1
- Job Descriptions 3
- Certification 4
- Communications 4
- Professional Growth 4

Areas of Primary Responsibility 7

- Curriculum Development 7
- Staff Development 12
- Improving Classroom Instruction 18

Resources from Georgia Department of Education 21

Appendices 25

- A. Job Description 26
- B. Certification and Classification 34
- C. Materials to Assist in Curriculum Planning 37

Georgia Codes and Policies 43

Curriculum Currents

Preface

This handbook will assist curriculum directors and other school system instructional leaders in clarifying their roles and responsibilities, planning improvements in education programs and continuing professional growth for themselves and the educators with whom they work.

The writers developed this material from personal experiences and from recommendations of outstanding instructional leaders. We believe this handbook will serve as a valuable resource to local instructional personnel and will lead to improved education programs for Georgia students.

Lucille G. Jordan
Associate State Superintendent
Office of Instructional Services

R. Scott Bradshaw
Director
Division of Curriculum Services

Acknowledgments

Advisory Committee

Ray Bruce, University of Georgia, Athens
Ann Culpepper, Bibb County Schools, Macon
Sue Foy, Morgan County Schools, Madison
Jack Greer, Georgia State University, Atlanta
Ellen Marie Moore, Dade County Schools, Trenton
Helen Richardson, Fulton County Schools, Atlanta
Anne Stroud, Dougherty County Schools, Albany
Tom Upchurch, Carrollton City Schools, Carrollton
Betty Wallace, LaGrange City Schools, LaGrange
Helen Westbrook, Clarke County Schools, Athens
Katrina Yielding, Muscogee County Schools, Columbus

Writing Committee

Ray Bruce, University of Georgia, Athens
Sue Cox, Chatham County Schools, Savannah
Ann Culpepper, Bibb County Schools, Macon
Jack Greer, Georgia State University, Atlanta
Faye Montgomery, Richmond County Schools, Augusta
Helen Richardson, Fulton County Schools, Atlanta
Anne Stroud, Dougherty County Schools, Albany

Editing Committee

Ray Bruce, University of Georgia, Athens
Gwen Hutcheson, Georgia Department of Education
Clare Nesmith, Georgia Department of Education
Helen Richardson, Fulton County Schools, Atlanta
Alice Smith, Georgia Department of Education

7

Introduction

Many positions in the school system involve some responsibility for improving instruction. In some roles, that responsibility may compete with a score of other demands. That is the situation with most school principals. Others in the school system may devote full time to the improvement of instruction. Most of those who hold the title "curriculum director" are in this category. You may hold one of those two positions, or you may be assigned responsibilities that set your time commitment to instructional leadership somewhere in between. Whatever your level of responsibility for instructional improvement, you will find help in these pages.

The contributors to this publication have different titles, but each has a major responsibility for providing instructional leadership in Georgia schools. They have drawn on their experiences in different roles and in different school systems to share their approaches to problems you may face and to provide information you will need.

Target Audience

This handbook has been prepared to address primarily the needs of those central office personnel in a school system who work to improve instruction in the schools. A few of the titles commonly used for such instructional leaders are

Assistant Superintendent for Instruction;
Director of Instruction;
Coordinator of Instruction;
Curriculum Director;
Curriculum Coordinator;
Instructional Coordinator;
Subject Area Consultant, e.g., Language Arts Consultant;
Subject Area Coordinator, e.g., Language Arts Coordinator.

Those who are responsible for improving the instructional program in a specific school will also find value in this publication. The number of people assigned full time to such duties in Georgia schools has increased over the past 10 years. Titles commonly applied to such positions include assistant principal for instruction, lead teacher and curriculum coordinator.

Definition of Role

One of your earliest needs as an instructional leader will be to accept or develop a statement that communicates to others and serves as a constant reminder to you what your role in instructional leadership will be. Whatever your formal title may be, you will likely be classified and referred to by most people as an instructional supervisor. The term "instructional supervisor" is variously defined and usually includes all of those certified professionals who do not regularly teach and who are not identified as administrators. Most of the professional literature that deals with topics that will be important to you in your work will be the literature of "instructional supervision." Even the name of the national organization most important to those professionals who share your interest is the Association for Supervision and Curriculum Development (ASCD).

If that is the real world of instructional leadership (of "supervision"), then what is the definition of "instructional supervision?" The range of definitions emphasizes the necessity for you to identify the one which best describes the expectations held by your school system. The range of definitions is demonstrated by these two quotations.

1. "Supervision is conceived as a service to teachers, both as individuals and in groups. Supervision is a means of offering to teachers a specialized help in improving instruction."

   (Peter F. Oliva, *Supervision for Today's Schools*, Harper & Row, 1976, p. 7)

2. " . . . supervision as the improvement of instruction seems to be concerned with—overseeing, directing, guiding, conducting, regulating, controlling, moving toward a goal, etc.—workers (teachers) who give or teach knowledge or information in such a manner that there is a resulting "increase in value or in excellence of quality or condition."

   (Nathan Stoller, *Supervision and the Improvement of Instruction*, Educational Technology Publications, 1978, pp. 7-8)

Will your instructional leadership (your "supervision") be a service to teachers as suggested by Oliva or overseeing, directing, regulating, . . . as suggested by Stoller? Or will you define a role for yourself somewhere between those apparent extremes? The writers of this handbook do not share a common definition and, therefore, do not urge a particular one on you. They do share, however, the conviction that as an instructional supervisor you should accept or develop a definition to provide continuing guidance for your professional efforts.

The Central Office Instructional Leader

Roles

The 10 tasks of supervision listed by Ben M. Harris* are broad in scope. Of course the tasks of any given supervisor will not necessarily encompass all of these tasks, due to the size of the school system, the organization of the school system and the philosophy of supervision held by administration and the local board of education. The tasks as outlined by Harris are as follows.

Task 1. Developing Curriculum

Designing or redesigning that which is to be taught, by whom, where and in what pattern. Developing curriculum guides, establishing standards, planning instructional units and instituting new courses are examples of this task area.

Task 2. Organizing for Instruction

Arranging students, staff, space, materials and time efficiently to meet instructional objectives. Grouping of students, planning class schedules, assigning spaces, allocating time for instruction, scheduling, planning events and arranging for teaching teams are examples of the duties associated with this task area.

Task 3. Providing Staff

Assuring that there are enough competent instructional staff members for effective instruction. Recruiting, screening, selecting, assigning and transferring staff are duties included in this task area.

Task 4. Providing Facilities

Designing or redesigning and equipping facilities for instruction. The development of space and equipment specifications is included in this task area.

Task 5. Providing Materials

Selecting and obtaining appropriate materials for use in implementing curricular designs. Previewing, evaluating, designing and otherwise finding ways to provide appropriate materials are included in this task area.

Task 6. Arranging for In-service Education

Planning and implementing learning experiences that will improve the performance of the staff in instruction-related ways. This involves workshops, consultations, field trips and training sessions as well as formal education.

Task 7. Orienting Staff Members

Providing staff members with basic information necessary to carry out assigned responsibilities. This includes getting staff members acquainted with facilities, staff and community, but it also involves keeping the staff informed of organizational developments.

Task 8. Relating Special Student Services

Arranging for careful coordination of services to students to ensure optimum support for the teaching process. This involves developing policies, assigning priorities and defining relationships among service personnel to maximize relationships between services offered and instructional goals of the school.

Task 9. Developing Public Relations

Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction.

Task 10. Evaluating Instruction

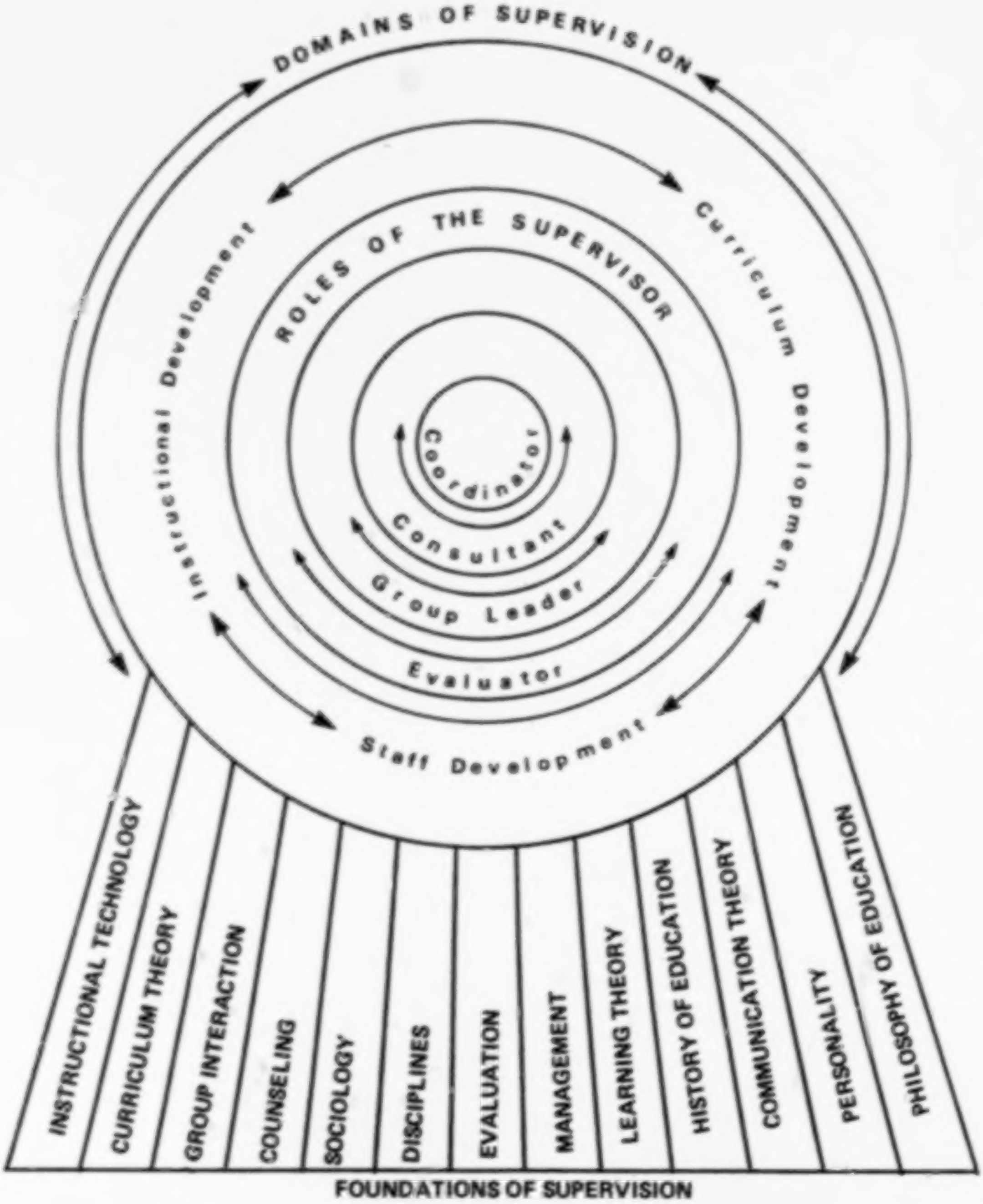
Planning, organizing and implementing procedures for data gathering, analysis and interpretation of findings and decision making for improvement of instruction.

It is important to recognize that these task areas—broad as they are—provide a framework for planning, guiding, directing and evaluating supervisory services. These are only a few of the many tasks undertaken in the total school operation. These 10 tasks are distinguished by their high level of instruction-relatedness. Hence, they are appropriate to the supervision function. Not only is the area of Harris' list

*Ben M. Harris, *Supervisory Behavior in Education*, 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1975, pp. 11-12.

broad, but the scope is also broad. The supervisor has an assortment of duties, works with a variety of groups and individuals and works within a number of major areas or domains.

A Model of Supervision


DOMAINS OF SUPERVISION
Instructional Development
Curriculum Development
ROLES OF THE SUPERVISOR
Coordinator
Consultant
Group Leader
Evaluator
Staff Development
INSTRUCTIONAL TECHNOLOGY
CURRICULUM THEORY
GROUP INTERACTION
COUNSELING
SOCIOLOGY
DISCIPLINES
EVALUATION
MANAGEMENT
LEARNING THEORY
HISTORY OF EDUCATION
COMMUNICATION THEORY
PERSONALITY
PHILOSOPHY OF EDUCATION
FOUNDATIONS OF SUPERVISION

A Description of Model of Instructional Supervision

Domains of Supervision

Oliva has provided a model to convey the concept of instructional supervision, including these major dimensions: (1) the domains, (2) the roles and (3) the foundation of supervision. Roles of the instructional supervisor are within three domains—instructional, curricular and staff development. The instructional supervisor works with teachers in the improvement of instruction, curriculum, planning and improvement and personal and professional growth and development. In Oliva's model, on the preceding page, two-headed arrows indicate that the three domains are interrelated. For example, activities of staff development may be focused on personal growth, instructional development or curriculum development. An instructional supervisor serves as a group leader in curriculum development while providing assistance in instructional development and/or staff development.

Roles of the Supervisor

The roles of supervisors vary from school system to school system. Although there is variation in the roles of supervisors, a supervisor will perform each of the four roles named in the model.

Sometimes the instructional supervisor is a Coordinator

The instructional supervisor is a coordinator of programs, groups, materials and reports. The instructional supervisor provides communication or serves as a link between programs and between people. As the staff development director, the instructional supervisor plans, arranges, evaluates and often conducts in-service programs for teachers.

Sometimes the instructional supervisor is a Consultant

The instructional supervisor serves as a consultant in curriculum planning and development, instructional methodology and staff development. The instructional supervisor provides this service to teachers on an individual basis and in groups. The instructional supervisor may offer information and suggestions or help teachers define, set and pursue goals. The instructional supervisor should help teachers who plan to improve either general or specialized teaching skills.

Sometimes the instructional supervisor is a Group Leader

The instructional supervisor works with groups in improving the curriculum, instruction or the individuals' competencies. The instructional supervisor, therefore, must demonstrate leadership skills. The instructional supervisor identifies others with leadership talents and fosters this talent within groups.

Sometimes the instructional supervisor is an Evaluator

The instructional supervisor helps teachers evaluate instruction and curriculum. The instructional supervisor helps teachers solve problems regarding curriculum and instruction, helps them identify studies which relate to these problems and works with them on projects. The instructional supervisor helps teachers to evaluate their teaching, to assess their strengths and weaknesses and to identify ways to overcome their deficiencies.

Foundations of Supervision

The supports for the wheel of supervision as depicted in the model are those areas from which the supervisor must draw expertise. Those areas suggest a need for a broad training program for the instructional supervisors.

Job Descriptions

Once positions have been determined and roles have been defined, job descriptions should be developed to clarify duties and tasks. The job description includes: (a) qualifications, (b) job goals, (c) performance responsibilities, (d) identification of immediate supervisor and (e) identification of those to be supervised.

Representatives of job descriptions from school systems of varied sizes and of generalists and specialists are included in Appendix A. Instructional leaders in local school systems should develop job descriptions pertinent to their specific situations.

Certification

All of those for whom this handbook has been prepared must hold a Leadership Certificate. There are six fields of leadership in Georgia.

Administration and Supervision (AS)
Director of Media Services
Director of Pupil Personnel Services
Director of Special Education
Director of Vocational Education
Instructional Supervision (IS)

A person who wishes to prepare for one of these fields should follow the advisement available at an institution which has an approved preparation program in that field when that preparation is a part of a degree program. A person who wishes to add a leadership field to an existing certificate may do so by following either the advisement provided by an institution or the prescribed requirements provided upon request by Teacher Certification Services, Georgia Department of Education. More detailed information about certification and classification of leadership personnel in Georgia is found in Appendix B.

Communications

The instructional supervisor serves as a major communications link between and among individuals and groups. The supervisor may keep information flowing both by implementing a plan for communication and by providing an open climate in which communication is free and clear among the various groups—administrators, teachers, parents, members of the community, outside consultants and others involved in the various instructional programs. An instructional supervisor may do the following.

- Interpret and encourage support for the instructional program of the schools
- Help community groups to make surveys of the needs of the schools when such an activity would be productive
- Advise principals and the superintendent of instructional needs and improvements within particular classrooms and particular schools
- Prepare instructional bulletins that outline successful techniques of instruction used in individual schools for distribution to all teachers and principals
- Attend state and national conferences on instruction and report the proceedings and findings to principals and teachers as well as to the central office staff
- Make special reports on instructional procedures and practices to the school board at the request of the superintendent
- Assist principals in responding to individual patrons when such help is requested
- Keep institutions of higher education and other agencies aware of school needs and keep the personnel of the system informed of assistance that may be available from such agencies and institutions
- Request information and assistance from the Georgia Department of Education in regard to local needs and state resources and provide information to the department as requested
- Promote a systematic approach for the exchange of ideas among the individual schools, the central office and the community
- Plan visits to schools for local interest groups and businesses
- Develop resource file on persons/organizations who will serve as volunteers on specific topics

Professional Growth

Instructional leaders have a variety of opportunities for their own professional growth and development. These include membership in professional organizations, participation in a variety of conferences, observations of successful programs and practices in other school systems, participation in advanced course work and study of professional materials. Through activities such as these the instructional leader will both gain personally and will develop resources for others. Quality interaction among instructional leaders provides a forum for discussing, analyzing, evaluating and making decisions about future directions for educational program improvement. A major means of interaction is through participation in professional organizations.

Professional organizations regarding instructional leadership include the following.

Association for Supervision and Curriculum Development (ASCD) is a national organization for instructional leaders and others interested in curriculum development and supervision. The publications *Educational Leadership* (journal), *ASCD Yearbook* and *ASCD Update* are received as a part of the comprehensive membership. ASCD resources include videotapes and other staff development materials.

Georgia Association for Supervision and Curriculum Development (GASCD), an affiliate unit of ASCD, is open to anyone who is concerned with curriculum development and supervision. The organization holds an annual spring conference and sponsors drive-in conferences throughout the state each fall. A newsletter is published periodically.

Georgia Association for Curriculum and Instructional Supervision (GACIS) is the state organization for persons with the responsibility of instructional supervision and curriculum development. A fall and a summer conference are held yearly; the summer conference is a component of the conference for the Georgia Association of Educational Leaders.

Georgia Association of Educational Leaders (GAEL) is an umbrella organization which includes GACIS, Georgia Association of School Superintendents (GASS), Georgia Association of Secondary School Principals (GASSP), Georgia Association of Middle School Principals (GAMSP) and Georgia Association of Elementary School Principals (GAESP).

Contact persons for the above professional organizations, as well as many others, are listed under Georgia Educational Organizations and Agencies in the appendices of the **Georgia Public Education Directory**, which is distributed annually by the Georgia Department of Education to every school system.

There are other professional organizations for instructional leaders which include subject and program areas. Each of these areas has an active organization to promote professional growth in specialized areas.

Observation visits and committee participation in other school systems enhance professional growth and development. Such committees include visiting teams of the Southern Association for Colleges and Schools; program review or curriculum writing teams for the Georgia Department of Education; Cooperative Education Services Agencies (CESA) or local systems and program evaluation teams for higher education institutions.

Another means of continuing to grow professionally is through participation in advanced course work leading to the upgrading of certificates as well as to obtain advanced degrees. A listing of colleges and degrees may be obtained from the Division of Staff Development, Office of Planning and Development, Georgia Department of Education.

Areas of Primary Responsibility

Curriculum Development

Schools exist for teaching and learning. Administrative techniques and supervisory efforts must be used within a context of teaching and learning. The prime goal for all education efforts is, then, to develop curriculum and improve instruction.

Philosophy and Goals - The philosophy and goals of the school system are the vital core of curriculum development, providing consistency and direction. It is not the purpose of either philosophy or goals to specify objectives or means. Philosophy states beliefs about education, and goal statements develop these beliefs into a set of reasoned intentions for schooling. The statements of philosophy and goals delineate reasonable expectations for schooling and serves as the basis for future curricular decisions.

Common Elements - The following common elements identified through research build and shape curriculum development.

- Education is a shared responsibility of the students, the school, the home and the community.
- Schooling should focus on those goals most appropriately accomplished by schools.
- A strong general education is the best preparation for life in a changing society.
- Certain core skills and knowledge that are necessary for all students can be identified.
- Schools should not allow choices that will result in students being uneducated in important fields of knowledge.
- Increased demands of society call for more schooling, not less.
- Economic pressures in schools have increased and will continue to influence the educational decision making process.
- Curriculum planning needs a national and state perspective, but local decision making is essential.
- The curriculum should be viewed comprehensively.
- Curriculum development should be a constant process of improvement and change.

Curriculum Design Model: A Rationale for Curriculum Development

Many models for curriculum development and assessment have been designed. One such model is suggested as a guide and reference in curriculum development efforts and as a starting point and rationale for curriculum renewal (shown on page 8). The rationale of the model is presented in three stages: the learner, processes for learning and the curriculum areas.

The Learner, Self-Concept and Society

The learner is at the center of the curriculum design model because the student is the focal point of schooling. The two overlapping circles in the model on page 8 represent major forces influencing and interacting with the learner. Self-concept concerns the affective needs of students that must be considered if academic expectations are to be attained. Self-concept may become even more critical as rapid societal and technological changes place increasing pressures on individuals.

Society, the external environment, is a critical factor in curriculum design since the primary goal of schooling is to prepare students to function effectively in society.

The interaction depicted in the model is dynamic. The effects of societal and technological changes on the learner and the centrality of the learner to the model indicate that curriculum design must also be dynamic.

Processes for Learning

The processes for learning reflect basic academic competencies appropriate for all students. They are crucial to the ability to continue to learn throughout life. These processes unify the curriculum by specifying areas to be emphasized in all programs.

The value of knowledge must be considered in relation to rapid societal and technological change. The development of new knowledge indicates that students must be prepared to cope with changes and to evaluate new knowledge. The learning processes selected are those necessary to cope with changes, to evaluate new knowledge and to continue learning.

The Curriculum Design Model

The content of the curriculum has been divided into five broad areas—science, mathematics and technology; health, safety and physical education; career and vocational studies; citizenship, societal and cultural studies; and communicative arts, humanities and the arts. By combining these broad areas with the processes for learning, the development of curriculum in various subject areas can be approached from an interdisciplinary perspective, kindergarten through grade 12. Curriculum resources for designing effective instructional programs are available from the Georgia Department of Education.(See pages 20-22.)

Program Evaluation

Testing holds promise for insuring quality standards in curriculum and instruction, particularly if the tests given are related to the objectives of the curriculum.

With the development and endorsement of standards and competencies by the Georgia Department of Education and local systems there is the potential for systemwide testing by grade level, subject or course. In light of these developments and endorsements, the following considerations are relevant.

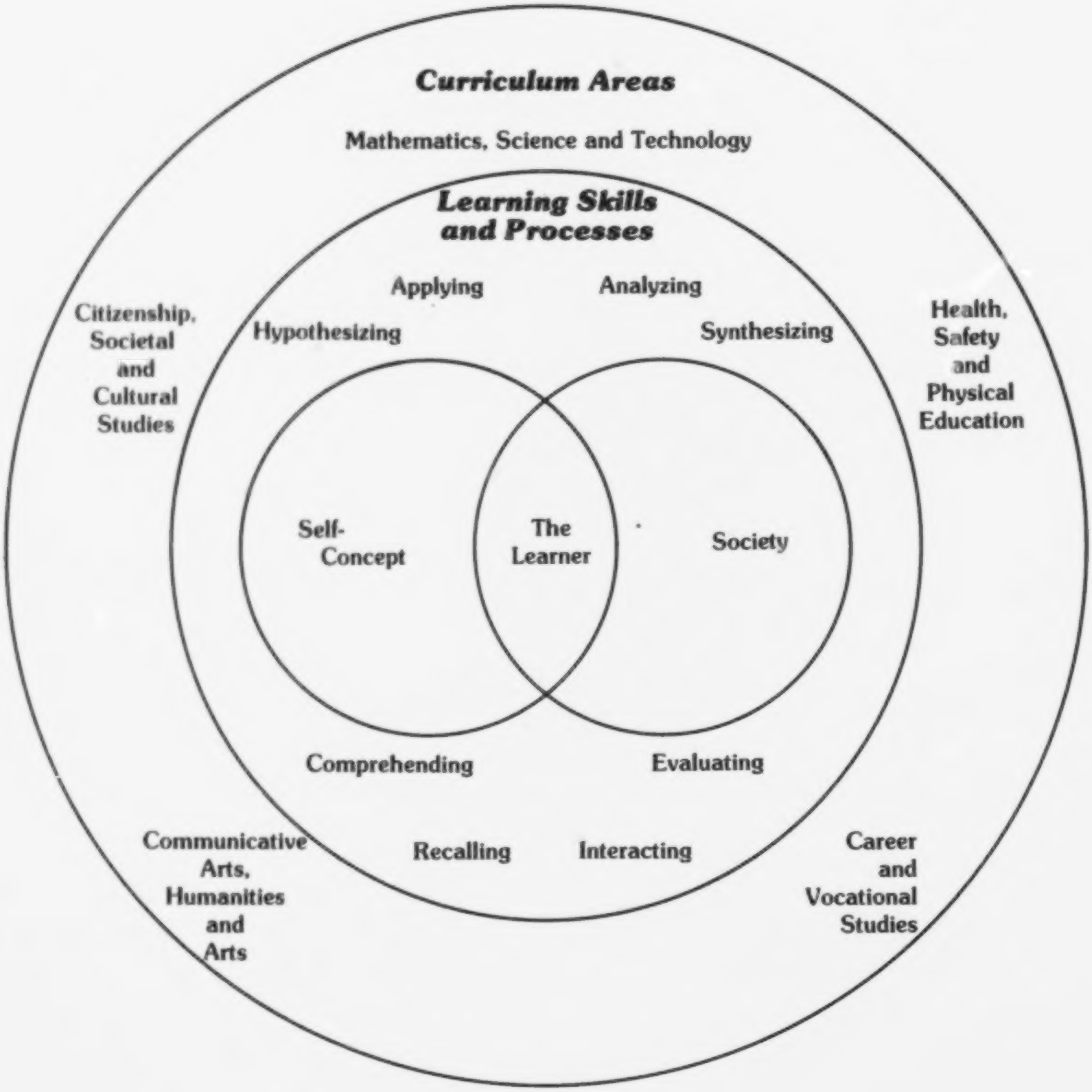
- Reevaluate testing programs to ensure that test data is useful in such areas as student placement, curriculum evaluation, diagnosis of student needs and achievement of identified competencies.
- Develop standard assessment tools for teacher use for identified objectives and competencies.
- Specify systemwide competencies in broad areas of general education, such as communication skills (reading, writing, speaking and listening), thinking skills (reasoning and studying) and mathematics.
- Emphasize developing tests that provide flexibility in organizing instruction and minimize loss of instructional time for test administration.
- Develop a computerized data bank of test items based upon course objectives.
- Develop systemwide criterion-referenced testing for selected courses at the secondary level.
- Extend systemwide criterion-referenced testing at the elementary level.

Advantages of a Systematic Approach to Curriculum Development

Persons using this system report the following advantages.

- A program designed to meet specific needs of local students
- A curriculum developed by the local school system personnel who must implement it
- A cohesive K-12 program that encourages staff cooperation
- Clarification of what is included in the curriculum at all levels
- A continuing program insuring that a change of personnel will not mean a change in program
- A clearly defined curriculum that the staff and board of education can defend
- A curriculum based on the latest information and materials that are available
- A periodic review of curriculum

The Curriculum Design Model


Curriculum Areas
Mathematics, Science and Technology
Learning Skills and Processes
Applying
Analyzing
Citizenship, Societal and Cultural Studies
Hypothesizing
Synthesizing
Health, Safety and Physical Education
Self-Concept
The Learner
Society
Comprehending
Evaluating
Communicative Arts, Humanities and Arts
Recalling
Interacting
Career and Vocational Studies

A Systematic Approach to Curriculum Development

Curriculum development involves many stages. Systematic and continuous planning is essential for effective implementation of instruction. The ideal situation for educating students is to prepare curriculum material for each student. An alternative is to have a curriculum for classes. The following stages are offered to curriculum planners for consideration.

Steps to Curriculum Development

Task	Responsibility	Critical Questions	Suggested Strategies
A. Select planning committee	A. Superintendent and person(s) responsible for curriculum development choose planning committee.	A.1. Who should make up the committee?	A.1. Appoint committees that include representatives from all grade levels and subject areas.
		A.2. What are the duties of the committee?	A.2. Develop a cohesive, sequential program that can be defended. Establish guidelines for development and implementation and develop information dissemination system.
B. Develop local school system philosophy and educational goals	B. Planning committee	B.1. What are the expectations of the community for the educational program?	B.1. Devise a plan for obtaining input general public, administrators, teachers, parents and students.
		B.2. What are the expectations of the educational community for student achievement in terms of knowledge skills and attitudes?	B.2. Examine philosophies and goal statements from other educational communities.
		B.3. What are the societal values to be considered in an educational program?	B.3. Develop a philosophy and goal statement based on expectations of those communities served.
C. Review existing curriculum	C. Planning committee	C. What steps should be taken to review existing curriculum?	C.1. Review current program to retain that which works and determine that which needs changing or reviewing
			C.2. Search for new ideas, new programs and new materials by reading, visiting other schools, attending conferences and seeking advice of experts in the field.
			C.3. Survey students and parents.
			C.4. Provide a budget for attaining objectives.
D. Develop curriculum to include content/concepts, skills continuum and/or scope and sequence (K-12)	D. Planning committee provides guidance. Teacher subject area committees with consultative help.	D. What steps should be followed to develop curriculum in each area that will provide for a cumulative sequential program?	D.1. Review and organize information gathered in C.
			D.2. Review criterion-referenced test objectives, and graduation requirements.
			D.3. Devise instrument for gathering information from teachers at all grade levels and from all buildings.
			D.4. Develop and validate essential skills important to the development of the program.
			D.5. Develop scope and sequence for elementary program and courses offered in secondary program.

Task	Responsibility	Critical Questions	Suggested Strategies
			D.6. Select format for curriculum guide and develop program continum to include content/concepts, skills keyed to content and objectives keyed to content and skills. D.7. Determine resources and activities for implementing program. D.8. Develop evaluation instruments.
E. Field-test curriculum	E. Instructional leaders and teachers.	E. How will field testing be organized?	E.1. Devise a plan for field testing program. E.2. Select representatives grades and teachers for field testing program. E.3. Devise instruments for gathering important data.
F. Review/revise curriculum	F. Planning committee, instructional leaders and curriculum committees.	F. What procedures will be used for developing final program for implementation?	F.1. Review and organize all information and data from field testing. F.2. Determine final format for guides. F.3. Make final decisions regarding content/concepts, skills continuum, objectives, materials, activities and evaluation. F.4. Identify resources and plan for acquisition.
G. Implement curriculum	G. Instructional leaders and teachers.	G. What in-service program is necessary for full implementation?	G.1. Organize a staff development program for implementing instructional program. G.2. Decide who will do the training, schedule the meetings and attend the sessions. G.3. Provide resources.
H. Evaluate for continuous curriculum revision	H. Instructional leaders and teachers.	H. How can program remain current?	H.1. Include procedures in curriculum plan for ongoing evaluation and revision.

Staff Development

Staff development may be defined as any individual or group program designed to convey knowledge, develop competency and seek commitment of school personnel at all levels with the express intent of improving the quality of learning for students. Although staff development traditionally has been provided for certified school personnel and certain teaching aides, the spectrum has broadened through the years.

The Georgia Professional Standards Commission has identified components of staff development at four levels.

- Systemwide
- Special Interest
- School Faculty
- Individual Educators

The four levels allow a local school system the flexibility to implement staff development activities at any one, any combination of the four or all of the four levels. Regardless of the levels used, coordination at the systemwide level is a must. Often the person responsible for coordination is the system curriculum director or a designated staff development director.

The following section addresses the responsibilities for coordinating the system staff development activities for the various groups and the procedure for developing the staff development activities. A copy of organizational models for small, medium and large districts from "Staff Development: A Set of Procedural Guidelines," which was designed to help Georgia school systems plan and conduct local staff development programs, is available through Georgia Professional Standards Commission.

Responsibilities for Staff Development

The following procedures must be completed under the direction of the individual assigned staff development responsibilities.

- Philosophy and definition of staff development completed, submitted and adopted by local board of education
- General organizational model adopted
- Written responsibilities of staff development coordinator completed and approved by superintendent
- Written operational procedures and responsibilities for staff development council completed and approved by superintendent
- Staff development council formed and trained
- Goals for staff development program set and general plan for completing the preplanning stages adopted
- System staff development plan, including comprehensive plan application, completed and approved by staff development council, superintendent and local board of education after reviewing and using information including system philosophy, needs assessment data, program improvement data, regulations, job descriptions, resources, time elements, financial resources and any other program restraints
- Staff development information disseminated to board of education, school employees and system advisory committee

The staff development council should be actively involved after members have been selected and trained. Decisions made and activities planned should be group decisions with final approval by the individual coordinating the staff development program. Whenever staff development is offered at levels other than systemwide, individuals should be identified to help in the planning and implementation. **All** staff development activities should be approved by the staff development council.

The system staff development plan should be developed according to guidelines established for systems. The following items should be addressed.

- Procedures for evaluating each objective should be developed.
- Each staff development activity should be described.
- Time lines for each activity should be established.
- Resource personnel should be identified.
- Facilities and equipment needed for each activity must be identified and located.
- Fiscal impact of each activity projected must be considered (budget).

- Details of the plan should be documented.

Disseminating Information

After the system plan has been developed and approved, information must be disseminated. This may be done through the following.

- Administrator's bulletin
- School fliers
- Staff development handbook for school employees
- School/department staff development coordinator announcements in each school and central office department
- Information disseminated as teachers are reminded of certificate renewal dates
- Regularly scheduled meetings that may be held with identifiable groups such as classroom aides

Monitoring

To assure that activities are adequately planned and implemented, the individual coordinating the staff development activities must develop a system for monitoring. A Program Education and Review Technique (PERT) chart can be developed or a system similar to the one recommended by the Georgia Professional Standards Commission may be used.

Evaluation of the activity should also be done so that the information can be used in future staff development planning. An evaluation form should be developed that is appropriate for the activity. Feedback should always be given to the person(s) or group(s) who had direct responsibility for planning and implementing the activity.

The following section addresses staff development needs of **groups** that must be coordinated by the staff development director.

Administrators/Supervisors

The need for staff development for leadership personnel is more crucial today than ever before with declining financial resources, shrinking enrollments, legal challenges, conflicts of value and many other pressures that must be faced. A needs assessment must be done to reflect interests and needs, and a representative committee must be selected to plan the activities. A planned program with selection options presents a more positive approach with identified areas required where issues pertinent to all leadership are being addressed. The leadership assessment instrument should reflect staff development opportunities used by the leader. Also areas of need should be reflected through the leadership assessment program. An individual plan could be developed based on the information from the countywide assessment and the individual's assessment.

Records should be maintained on staff development participation and compiled information should be shared with the superintendent.

Types of in-service activities for administrators/supervisors might include

- Seminars
- Conferences
- Graduate Classes
- Workshops
- Readings
- Observations
- Group Interaction Sessions

Instructional information should be shared with administrators and supervisors so that they can properly supervise the instructional program. Activities should continue throughout the year with the beginning activities serving as only one component of the yearly program. The staff development coordinator should be careful to establish priorities and cover the priorities in depth rather than scanning many topics. Needs identified by a small number of leadership staff may be addressed through an individual plan.

Teachers

Staff development activities for beginning teachers and tenured teachers under assessment are identified in the support conference when the assessment is discussed. The activities identified should not preclude any others identified through the school/individual needs assessment. A copy of the support plan should be maintained by the staff development director, the support person and the teacher.

In addition to the staff development opportunities during the year that are offered to beginning teachers, an orientation session should be held. Categories of teachers who may need the orientation include inexperienced teachers, experienced teachers new to the district, former teachers returning to the district and teachers transferred within the system. The session should include two components—a countywide session for a general orientation and a school individual session for school orientation. In a large system, a tour of the system facilities and central office may be appropriate.

The purposes of the orientation session are to welcome beginning teachers into the system and community, to help them develop professional confidence and to help them solve both personal and professional problems. The session(s) should be held before the other teaching staff members report to the school.

Teacher Aides

The teacher aide becomes a team member with the teacher as instructional assistance by the aide is given the teacher who must provide the structure for the classroom. Staff development for aides must include

- **Orientation**—Information included in the orientation might be as follows.
- Organization of the total system.
- General information such as number of students, budget and philosophy. A tour of the system may be appropriate.
- Personnel policies including salary schedule, advancement possibilities, causes for dismissal, job benefits, hours of work, provisions for health and emergency leaves and grievance procedures.
- Line and staff relationships.
- Procedures for handling emergencies.
- Community relations responsibilities.
- Use and care of equipment.
- Appearance.
- Relationship with students and parents.
- Confidentiality.
- Staff development opportunities.
- License expectations/responsibilities.
- Job responsibilities.
- Child psychology concepts.

Staff development opportunities for renewal of license—Opportunities should be scheduled to help aides secure appropriate training for renewal of license. A procedure for approval should be established and shared with the aides, teachers and principals. Opportunities might include the following.

- Workshops, including "make and take" workshops.
- Conferences.
- Pertinent in-school staff development sessions.
- Courses.
- Independent projects.
- Group interaction meetings.
- Observations.

Since July 1, 1983, recommendations for aide licenses have been the responsibility of the local system. Accurate and up-to-date records must be kept and furnished the individual in the system responsible for recommending aides for a license. The system should determine whether staff development opportunities should be scheduled during or after working hours. The use of a handbook with basic aide information helps communicate with all individuals concerned with the aide program.

Substitute Teachers

Board policy should establish credentials for substitute teachers. After the prospective selection list is developed, staff development should be provided, including general information and school-site information. The training session should be a prerequisite for one to serve as a substitute. The general session should include topics such as the following.

- System expectations, policies, procedures and personnel.
- Daily routine activities.
- Substitute survival activities related to various curriculum areas.
- Procedure used in selecting substitutes.
- Orientation to system organization.

In addition to the general session, an orientation to the school should be held. Information should be provided concerning school expectations, procedures, support and lesson plan information. A "buddy" should be assigned to give individual support.

The curriculum director, who is responsible for training programs for substitute teachers, may want to develop a substitute teacher handbook. Schools should be encouraged to develop a substitute teacher survival kit that reflects individual school information. Commercially prepared kits may be purchased with pertinent school information added wherever feasible.

Evaluation of substitutes should be done to determine areas of weaknesses that should be addressed during staff development. Also, substitutes should continuously be updated as programs and procedures move in different directions.

Student Teachers and Interns

An orientation for student teachers and interns provides a good beginning for a successful experience. The system college liaison person should work with the individual responsible for coordination of staff development activities to be sure that the following takes place.

- Teachers have received the required training to supervise student teachers and interns.
- A general orientation to the system and schools is provided.
- College and system personnel understand their roles and responsibilities.

The colleges usually provide a handbook for student teachers and their supervisors. A similar handbook should be provided for interns. Also, placement of interns and student teachers should be varied so that broad experiences may be gained.

Student teachers and, when appropriate, interns should be expected to participate in staff development activities pertinent to their assignments.

Volunteers

Volunteers serve as valuable resources for schools. Training should be a requirement so that these persons will have an adequate understanding of their roles. PTAs often support financially and otherwise the volunteer program and should have an active part in recruiting and training.

Since the types of volunteers vary, the staff development for volunteers must address various aspects, and local policy should dictate the training required according to use. Basically, the staff development should include the following.

- **Orientation**—Sharing of information about the school and system, policies, operation, rules and the volunteer's job as a part of the team.
- **Basic Skills**—Clerical, child behavior, teaching methods (depending on volunteer's assigned role in the school).
- **Special Training**—Use of audiovisual equipment, tutoring techniques, characteristics of children (if assigned to a special program) and training unique to certain areas (such as library).

Volunteers should be introduced to the individual who coordinates the program countywide and the school coordinator. As assignments are made at the school level, additional staff development should be given by the school coordinator as required by the assignment.

A list of trained volunteers should be provided to schools after each general session. Additional training sessions other than the ones originally scheduled should be provided if there is a need identified.

Development of the State Staff Development Plan for Certificate Renewal

The local system must determine whether it chooses to develop a comprehensive plan application to grant certificate renewal for all approved staff development within the school system or a single proposal for each staff development activity where certificate renewal is desired or whether the system participates in agency activities approved for certification renewal. The procedure for developing a local staff development plan was discussed in the preceding section.

The following suggestions will be helpful in developing the various sections of the staff development plan for certificate renewal.

A. Goals, Policies and Procedures

1. *Goals*—In any project or program it is essential to begin with a statement of what the program intends to accomplish—its goals. The goals should include statements of broad student goals,

followed by specific goals for different student groups at different levels within schools. The goals should be followed by the student and teacher/administrator objectives of each goal.

2. *Policies and Procedures*—Each standard should be addressed. The statements should be specific and clear since they become board policy.

B. Needs Assessment

The purpose of the needs assessment is not to single out weaker teachers or administrators, but to produce a profile of the present strengths and resources of each person, compare this to system and community expectations and design an improvement program for each individual. The needs to be assessed are logically divided into knowledge, competencies, classroom organization and management and attitudes. Data from all areas of the system's activities must be considered such as testing data, curriculum needs, etc.

C. LEA Approval of Certificate Renewal Plan for Individuals or Groups

Clear detailed criteria outlining program development and submission must be determined.

D. Completion of Preparation

Criteria for acceptable completion of preparation include the following.

1. Time participated in activities
2. Type of learning to be pursued
3. Quality of learning

The preparation section should address specific procedures to verify acceptable performance—documentation process; who will receive reports, approve and record; notification process and improvement recommendations where shortcomings occur.

E. On-the-job Assessment

Assessment involves determining the status of performance and judging it against the original program objectives. Areas to be evaluated on the job include the following.

1. Determinating whether products are being used at an effective level
2. Documentating implementation of a valid or improved process. The assessment may be done by the instructor, expert panel or individual or supervisor and might include the following.
   a. Observation
   b. Examination of a project portfolio
   c. Scaled instruments
   d. Interviews

F. Recommendation for Certificate Renewal

The system plan must make it clear which individual or group will recommend the applicant for certificate renewal credit and the procedure that will be used.

G. Program Coordinator

The individual should be chosen with qualifications reflected in the plan.

H. Record Keeping

Each system should consider its resources and develop an efficient means of creating forms, retaining records and reporting outcomes to the various persons involved. There are several questions that, when answered, will help a system in developing its plan for record keeping.

1. Why is a record being kept?
2. How will it be used?
3. Which forms or reports are actually necessary and contribute to the successful operation of the program?
4. How long must records or forms be kept?
5. Who will keep various forms or reports?
6. Where will they be stored?
7. Who will have responsibility for each form?

Certainly the size of the school system will influence the answers to the questions above. Probably a small school system would rather keep all records in personnel folders located in the system office; a large school system would be more selective in deciding which records to file in personnel folders. The size of the system also will influence the format or design of a form. A smaller system may wish to have complete records passed to appropriate personnel.

Instructions for completion and procedures to follow should be attached to all forms.

I. Appeals Channel

Because the participant in the certificate renewal plan can continue working on a competency until that competency is demonstrated on the job, it may be that resorting to an appeals process will actually be a rare occurrence. Therefore, perhaps the most important aspect of this procedure is making sure everyone knows there is a process available, even though it may not be used frequently. Systems may wish to insert their present policies on appeals into the plan or develop specific policies that deal only with the area of certificate renewal. In any event, the process should be simple, well-defined and communicated to all personnel.

After the plan has been approved, the local system can submit for approval to the Georgia Department of Education any modifications to the initial plan. This can be done by submitting the changed section(s) with a request for approval consideration.

Since monitoring is a Georgia Department of Education requirement, information must be kept on file for review by the monitoring team. Also, individual staff development council members need to be aware of the purposes of the activities in which they participate so that they can respond to questions that may be addressed by the monitoring team. Since certificate renewal is often the outcome of participation in the activities, accurate and up-to-date records must be kept. The process described in the plan must be followed.

The completed form details the activity preparation phase and the participant's on-the-job performance phase.

If certificate renewal through staff development is to be successful, the individual coordinating the activities must continuously monitor and establish high expectations. The activities must be structured to the extent that certified personnel grow personally and professionally and credit should be given only when the objectives of the activity have been fully realized by the participants and reflected in the on-the-job assessment. Only activities where needs of individuals have been identified should be approved for staff development credit. The individual's immediate supervisor should be involved in approving the activity selections according to the individual's needs assessment.

Additional Programs for Local Needs

As the Staff Development Council reviews information provided through the needs assessment, local needs may be identified that could be served in various ways. Also, support of staff development activities available may be needed. Each system should carefully identify additional programs needed to support staff development efforts.

- Teacher center
- Parent center
- Community activities
- Developmental projects
- Pilot programs or innovative programs
- Chapter programs and other federally funded programs
- Prepackaged staff development programs

The programs should be carefully studied and well-planned to meet the identified needs following procedures previously discussed. Other groups within the system such as secretarial/clerical/bookkeeping staff, lunchroom staff, custodial staff, maintenance staff and other support areas should be provided planned staff development. However, these areas are usually addressed through departments other than instructional. The individual coordinating the system staff development program should serve as an ex officio member of the planning council and should be informed of the planned activities. Support should also be given.

Improving Classroom Instruction

In every school system the expectation is present that employment of supervisors will result in the improvement of classroom instruction. Activities directed toward such improvement are considered the most important area of responsibility for most supervisors. In the literature of supervision more emphasis is given to the area of improving classroom instruction than to any other. It is important, therefore, for the supervisor to gain knowledge of a number of techniques for working with teachers in the classroom and to develop skill in using those techniques.

You will soon identify those approaches you find most effective. The areas listed below are intended to be a "primer of promise" as you begin to develop your list of potential tools for your work with teachers to improve instruction.

Classroom Visits

If you are responsible for improving instruction in the classroom, you will need to make an early decision concerning the importance of being in classrooms. Most supervisors view classroom visits as the most important element of their activities for instructional improvement.

Classroom visits have purpose when they are planned to make

- observations to gain an overall picture of the instructional program;
- observations to gain specific data to be used in solving instructional problems.

Classroom Observation Techniques

Classroom observations that rely solely on your subjective judgments will have less impact on the instructional program than will those based on your report of objective data about happenings in the classroom. As you search for techniques that will provide a comfortable balance for you between objectivity and ease of implementation you should consider the following.

- ***Scheduled and targeted classroom observation—***

  Under this plan you would (1) confer with the teacher to schedule a time for the visit and to agree on the specific purpose of the visit; (2) observe in the classroom to gather reactions of the agreed-upon interests and (3) confer with the teacher as soon as possible following the observation to share reactions and suggestions.

- ***Self-observation techniques—***

  Teachers who are threatened by external observers may profit from developing or modifying existing observation scales to gather data about their classroom activities. You could help these teachers prepare a self-observation device and then be available to help them analyze the results.

- ***Formal observation devices—***

  Flanders Interaction Analysis - This technique gathers data about the amount and type of teacher-student verbal interaction in the classroom. Its use can be learned quickly by you and the teacher for gathering from direct observation or from audio or video recordings information about the interaction in a classroom. The Flanders instrument was the beginning point for many other investigators. There are now several instruments designed for looking at classroom student-teacher interaction that have either targeted on a portion of Flanders' instrument or elaborated the Flanders approach. The work of Flanders continues to be a good starting place for the instructional supervisor who is seeking to identify an objective approach to classroom observation.

  Most books on supervision will present and discuss Flanders' instrument but the most authoritative source is Flanders, Ned A., *Analyzing Teacher Behavior*, Addison-Wesley Publishing Company, 1970.

  Georgia Beginning Teacher Performance Assessment Instrument (TPAI) - as an instructional supervisor, you will need to develop skill in the use of this instrument. The Georgia Board of Education has mandated that each beginning Georgia teacher must pass this assessment. In your system this will almost certainly involve you. For those reasons, you need to be knowledgeable about the TPAI.

Knowledge of the instrument opens other opportunities for its use. You should consider using all or parts of the instrument to guide your observations of all teachers. The instrument is immediately available; the competencies addressed in the instrument have been thoughtfully researched and the structure of the instrument allows a high level of objectivity.

Clinical Supervision

A number of writers and practitioners in the field of supervision have become convinced that the most effective way to improve instruction is for the instructional supervisor to work one-to-one with the teacher in a clinical approach. Though some will question how much commitment a school system can or should make to this approach, almost everyone agrees the technique is one every supervisor should know well and use selectively. As some see it, clinical supervision simply expands and formalizes the general guidelines for a "scheduled and targeted classroom observation."

The "clinical supervision cycle" has five generally recognized stages. These are as follows.

Stage 1: Preobservation Conference (teacher and supervisor schedule and discuss the lesson to be observed).

Stage 2: Observation (supervisor observed the teacher in the classroom and the lesson agreed upon).

Stage 3: Analysis and strategy (supervisor prepares for the post-observation conference with the teacher).

Stage 4: Supervision Conference (supervisor meets with teacher).

Stage 5: Postconference Analysis (supervisor and teacher review and react to the supervision conference).

Conferencing Techniques

The successful use of any of the approaches in supervision depends very heavily on the supervisor's skills in conferencing. One of the most helpful ways you as a supervisor can begin the development of skills in this area is to reflect on conferences you have experienced with supervisors while you were a teacher and then to list items that occur to you in response to these questions.

1. As a teacher what did I find irritating, distracting and/or counterproductive in the conferences I have had with supervisors?
2. As a teacher what kind of actions and statements did I find in conferences with supervisors that were both immediately acceptable to me and positive in their contribution to my professional growth?

Given these data, the wise instructional supervisor will plan conferences that avoid the responses to question one and focus on the responses to question two.

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Resources From Georgia Department of Education

Many services are provided by the Georgia Department of Education. Those resources directly related to curriculum planning are given below, and appropriate persons are listed in the *Georgia Public Education Directory*.

Office of Instructional Services

The **Division of Curriculum Services** staff members help local school systems in general curriculum planning and in planning within specific subject areas by providing (1) curriculum guidelines through publications; (2) consultative assistance on design, development improvement and implementation of instructional programs and (3) staff development for leadership personnel and other staff members in regard to specified topics based on assessed needs.

The **Division of Instructional Media Services** is responsible for providing, upon request, both services and resources to educational agencies as local media programs are developed to attain student goals identified by local school systems; providing consultative and technical assistance in planning, organizing, administering and evaluating media programs; developing and producing, acquiring and distributing instructional materials in many formats—TV, audiotape, videotape, 16mm and print—and administering special projects that explore applications of instructional technology.

The **Division of Special Programs** staff members help local school systems by providing technical assistance in developing and implementing programs for handicapped, gifted, migrant, refugee and disadvantaged children. Staff members also provide help in the development of remedial reading and mathematics programs.

Office of Planning and Development

The **Division of Educational Development** provides technical assistance, staff development, consultation and coordination for three program areas. The division staff members help local school system efforts to develop, implement and maintain improved programs and practices which enhance the overall instructional program within the state.

The **Adult and Community Education Section** provides opportunities for adults (including the handicapped, elderly and those with limited English proficiency) to acquire basic reading, writing and mathematics skills and to secure general educational development that will enable them to become employable, productive citizens. This service includes the coordination of the General Education Development (GED) testing.

The **Educational Improvement Section** manages the dissemination of information concerning validated educational practices and provides technical assistance and consultation to local systems about identified needs and desired improvements.

The **Student Services Section** includes Career Education, Guidance and Counseling and Visiting Teacher (School Social Work) Services. Staff members assist local systems with such efforts as infusing career education into existing school curriculum/instructional areas, enhancing the self-concept of students, improving classroom management and enriching the school climate and increasing student attendance.

The **Division of Planning, Research and Evaluation** helps local school systems in the areas of general planning and evaluation. Help with policy development, coding, etc., and interpretation of regulations and procedures required of local school systems by the Georgia Department of Education is also provided. The Education Information Center can provide literature searches and an information network which includes the ERIC system. Research information services of several types and levels of complexity are offered on issues that are of concern to local systems.

The **Division of Staff Development** provides services for local school systems through staff development, teacher recruitment, certification and performance-based certification. In addition to these services, the Teacher Education Unit works with colleges in developing and approving programs for teacher education. Funds for local system staff development, certification renewal and beginning teacher staff development are dependent upon a local system plan for the use of these funds. Technical assistance is provided as needed to local systems in the development of their staff development plans. Teacher recruitment is not a placement service, but serves to place teachers needing jobs in contact with school systems to use in finding qualified personnel. Performance assessments of beginning teachers are available from the Regional Assessment Centers for use in planning individualized staff development for beginning teachers. The Certification Office provides not only certificates but evaluations of transcripts for new fields of certification.

The **Division of Standards and Assessment** administers the statewide criterion-referenced testing program in all public schools in grades one, four, eight and 10 and furnishes optional tests for system use at kindergarten and grades two, three and six.

Staff members of the *Student Assessment Unit* help local systems use test materials and test results to evaluate curriculum strengths and weaknesses and to plan instruction for individual students and groups of students. Interpretive materials for teachers and administrators are developed and disseminated each year; a series of regional meetings are conducted annually and technical and consultative assistance on the local level is available by request.

The **Public School Standards Unit** is responsible for the research, development and design of Standards for Georgia Public Schools. This is done through a yearly revision process involving an external evaluation committee composed of educators and lay persons from throughout the state. In addition, data is gathered statewide on both proposed and currently required Standards. The unit coordinator is responsible for adopting procedures for the application and enforcement of Standards and directs the administration of the Public School Standards Program. All data and information related to the application of Standards is processed and maintained in this division. Unit staff provide technical assistance to local school systems through presentations and workshops on Standards.

Office of Administrative Services

The **Division of Local Systems Support** consists of three major sections which provide services directly related to curriculum planning.

The **School and Community Nutrition Section** helps local systems in general planning for the school food and nutrition programs as an instructional laboratory by providing (1) program standards; (2) consultative assistance on all aspects of program management, including student services and nutrition education; (3) staff development opportunities for school food and nutrition personnel in areas of program management and student services, including nutritional support services and guidance for teachers in areas of nutrition and nutrition education; (4) teaching aids and curriculum guides for a comprehensive staff development program in nutrition and nutrition education and (5) coordination with colleges and universities in professional programs for directors, supervisors and teachers. Incentive funds are available for staff development of school food and nutrition personnel; competitive grants are given annually for nutrition education projects.

The **Textbook and Chapter II Section** helps local systems in general planning for effective management of instructional materials and Chapter II projects by providing (1) a catalog of state-adopted textbooks on a timely basis (2) consultative assistance in developing logistics for local textbook adoption programs, (3) staff development opportunities for personnel responsible for developing and coordinating Chapter II projects and (4) consultative and technical assistance concerning federal program funds available for enrichment of educational programs.

The **Statistical Services Section** helps local systems in providing (1) consultative services on design and implementation of accountability systems for attendance and special education data, (2) providing staff development opportunities for administrative personnel delegated to manage the systems and (3) preparing and disseminating educational statistics.

The **Regional Education Services Division,** through 11 regional directors, provides the following services to local school systems—interprets state laws and Georgia Board of Education policy; applies state Standards; coordinates the capital outlay programs; audits state payroll, pupil-teacher ratio, attendance and school calendars; gathers information for the state education directory and the private school list; coordinates the statewide CESA program and grant and coordinates the staff development for educational leaders.

The **Division of Public Information and Publications** helps local school systems by coordinating the publication of curriculum materials issued by the Georgia Department of Education. Staff members edit manuscripts of curriculum guides and other materials prepared by content specialists in the subject areas, design layout and prepare artwork and photographs for the guides, typeset the copy and oversee the final production of the guides by state government printers.

Office of Vocational Education

Vocational education staff members develop standards which include curriculum, facilities, equipment and qualifications for instructional personnel and provide technical consultative service regarding the design, development, implementation, improvement and operation of vocational instruction. The staff also identifies staff development needs of teachers and provides or conducts workshops and conferences for teachers and supervisors. Curriculum guides are available for allocational program areas. Funds for extended day/extended year salaries of teachers, travel and laboratory equipment are provided through grants based on a system's annual and long range plan for vocational education.

Office of State Schools and Special Services

The **state schools** have residential facilities, except the Atlanta Area School for the Deaf, which operates a day program in the Atlanta area and provides parent preschool services on a statewide basis.

The **Special Services Unit** provides technical assistance in the area of nondiscrimination on the basis of race, sex and handicap and offers funding for the equal educational opportunity annual activities plans of local school systems.

The **Division of Public Library Services** provides a comprehensive library program to meet the information, education and recreation needs of Georgia by operating county and regional libraries and the Library for the Blind. This division also develops and implements state board policies for public libraries and provides for expenditure allocation and monitoring for the public library program.

Appendices

Appendix A

Job Descriptions

Sample Job Description - Large School System

High School Curriculum Coordinator Director

Division: Instructional Services

Department: High School

Reports to: Assistant Superintendent for Instructional Services

Supervises: Personnel in assigned curriculum areas

Duties and Responsibilities

1. Hold periodic meetings with department heads to develop philosophy, write curriculum, formulate policies, discuss problems and exchange information.
2. Help department heads and teachers in the performance of their duties.
3. Interview and evaluate applicants for teaching positions in the curriculum area and make employment recommendations to the director of high school personnel and the principal.
4. Develop proposals for special funding.
5. Preview and make recommendations for the purchase of print and nonprint materials.
6. Consult with the Business and Administrative Services Division in matters of budget and finance and the Purchasing Department in the acquisition of materials and equipment.
7. Work with student organizations and special programs.
8. Cooperate with the principals in all matters relating to the assigned curriculum areas.
9. Coordinate placement of student teachers.
10. Work with principals and the personnel services division in evaluating nontenure teachers.
11. Develop and maintain inventory control procedures for all materials used in the schools.
12. Coordinate equipment repair and replacement.
13. Make recommendations for the maintenance and modification of existing and new facilities.
14. Cooperate in the planning and implementation of staff development activities for department heads and teachers.
15. Represent the curriculum area and the school system in a variety of public relations activities.

Required Competencies

1. Be a master teacher.
2. Ability to lead in designing, developing, implementing, interpreting, maintaining and evaluating the instructional program of the curriculum area.
3. Ability to be an innovator in curriculum affairs and move freely within and outside the school system in order to gather information and materials that will aid and improve the program.
4. Ability to work cooperatively with other coordinators for the benefit of students and the improvement of instruction.
5. Ability to work cooperatively with the elementary curriculum department and with local elementary principals at their request.

Required Education or Training

The curriculum coordinator/director should hold an in-field, five-year teaching certificate.

Required Experience

The curriculum coordinator/director should have a minimum of five years of public school teaching experience in the curriculum area to be coordinated.

Sample Job Description - Large-Size School System

Social Studies Consultant - (Specialist K-12)

Minimum Qualifications

1. Holder of an IS-5 certificate in administration/supervision or an AS-5 certificate in administration/supervision and a T-5 certificate in social studies or elementary or middle school with a minor in social studies.
2. Persons holding a T-5 will be considered provided the IS-5 certificate in administration/supervision or AS-5 certificate in administration/supervision is on file in the superintendent's office within one year of the date of employment as social studies consultant.
3. Must be enrolled in and actively pursuing certification in social studies or administration/supervision at the sixth-year level.
4. A minimum of five years of successful teaching experience in social studies.

Salary

Certificate pay scale plus a ____ supplement for a 10 month period of duty. An additional 10 percent of this amount will be added for the one month of summer work.

Job Description

Serves under the director of curriculum as consultant of the total social studies program in the school system. Major responsibilities follow.

1. Plans and develops criteria which will result in a continuous improvement of the social studies curriculum in all schools.
2. Coordinates countywide the work of social studies teachers including onsite visits in classrooms.
3. Provides leadership in the selection, procurement and distribution of instructional materials, textbooks and equipment related to the effective instruction of social studies.
4. Cooperates in and/or initiates programs of in-service and staff development directed toward improvement of teacher competencies.
5. Provides leadership in developing social studies curriculum guides, bulletins and related materials.
6. Promotes and coordinates research and development in the social studies curriculum organization and instructional techniques.
7. Helps formulate policies relating to the improvement of the social studies program and in the successful execution of them.
8. Maintains social studies library for use by local system social studies teachers.
9. Keeps abreast of and interprets current research in the area of social studies.
10. Helps the principal whenever feasible in the implementation of the social studies program.
11. Serves as coordinator of the adult basic reading improvement project and Project HELP.
12. Assists the director of curriculum, the assistant superintendent for instruction, the associate superintendent of schools and the superintendent of schools as requested.

Sample Job Description - Medium-Size School System

Generalist (K-12)

Assistant to the Superintendent for Instruction

Qualifications:

1. Six-year degree in curriculum development or school administration
2. Five or more years successful teaching experience
3. Five years successful administrative or curriculum development experience or a combination of these experiences

Reports to: Superintendent

Job Goal: The primary function of the assistant to the superintendent for instruction is to coordinate, under the direction of the superintendent, the development and improvement of the total instructional program in the system.

Performance Responsibilities

1. Attend state and local meetings as representative of the superintendent.
2. Make decisions and be responsible for general administrative responsibilities as delegated by the superintendent.
3. Provide leadership in the continuing development of the curriculum.
4. Provide leadership in defining curricular goals for grade levels and curricular levels, grades one through 12.
5. Plan and implement a systemwide program for the evaluation and appraisal of the curriculum.
6. Direct the development of and supervise programs for atypical children.
7. Determine the need for instructional specialists and other resource personnel and assign and supervise their work.
8. Give leadership in the development, direction and supervision of adult education programs.
9. Promote various federal programs as they relate to the curriculum and instruction.
10. Promote and supervise experimentation with curricular organizations, instructional techniques and instructional materials.
11. Provide leadership and supervise a countywide orientation program (as feasible) of countywide services in instructional materials, both print and nonprint and instructional equipment.
12. Plan and implement a program for the development of curriculum guides and courses of study for use by the instructional staff.
13. Organize a program for the selection of printed and nonprinted materials for use in classroom instruction.
14. Work with principals in carrying out an in-service training program for all instructional personnel.
15. Plan and implement a program for the preservation of student records.
16. Prepare special and routine reports for the superintendent, board and state education department on the status of the instructional program.
17. Work with the assistant to the superintendent for general administration in keeping current and introduction section of the board policy manual.

Terms of Employment: 12-month basis.

Evaluation: Performance of this job to be evaluated annually in accordance with provisions of the board's policy on evaluation of administrative personnel.

Sample Job Description - Small Size School System

Generalist (K-12)

Director of Instruction

Qualifications:

1. Master's degree or equivalent in curriculum development or school administration
2. Three years of successful teaching experience
3. Three years of successful administrative experience
4. Three years of successful experience in curriculum development or related activity
5. Such alternatives to the above qualifications as the board may find appropriate and acceptable

Reports to: Superintendent

Job Goal: To provide leadership in the ongoing development and improvement of the entire instructional program of the district

Performance Responsibilities

1. Provides staff leadership to insure understanding of and promote the educational objectives of the district, and plans and administers programs of in-service educational activities for instructional personnel.
2. Coordinates all formal efforts of the professional staff in projects of curriculum improvement.
3. Works with principals and teacher committees in organizing and coordinating grade level and departmental meetings, in order to effect horizontal and vertical continuity and articulation of the instructional program throughout the district.
4. Plans and presents a series of meetings each year for the express purpose of interpreting the educational program to the board, to parent groups and to the other interested patrons of the district.
5. Directs creation of and edits all curriculum guides and materials prepared by and to be distributed among the instructional staff.
6. Secures and distributes instructional resources such as filmstrips, sample textbooks and curriculum guides and the like of other districts.
7. Maintains a curriculum library for staff use.
8. Coordinates the selection of textbooks for the district through the use of faculty committees.
9. Keeps abreast of and interprets for the staff current research in the area of curriculum development.
10. Establishes a program for the ongoing evaluation of instruction and curriculum.
11. Assists in the development and coordination of the sections of the budget that pertain to curriculum and instruction.

Terms of Employment: 10-, 11- or 12-month year. Salary and work to be established by the board.

Evaluation: Performance of this job to be evaluated annually in accordance with provisions of the board's policy on evaluation of administrative personnel.

Sample Job Description - Small Size School System

Specialist (K-12)

Mathematics Resource Teacher

Minimum Qualifications: Valid certification by the Georgia Department of Education.

Reports to: Assistant Superintendent for Instructional Services.

Job Goal: To provide specialized leadership at the systemwide level and to coordinate the scope and sequence of the systemwide curriculum in the mathematics program.

Description of Duties

1. Helps principals plan, implement and evaluate the mathematics program in the schools.
2. Develops a program of in-service with teachers in large groups, small groups and individual conferences.
3. Assists teachers within their classrooms.
4. Keeps teachers informed about new materials in the area of mathematics.
5. Works with librarians on the selection of professional and student materials.
6. Cooperates with other resource personnel, where feasible, for the improvement of the total school program.
7. Requests, through proper channels, materials needed for the program, taking into consideration that budgets are set up in advance.
8. Attends meetings as scheduled by the assistant superintendent for instructional services.
9. Notifies the principal of the school and the assistant superintendent for instructional services when absent.
10. Informs the assistant superintendent for instructional services of any difficulties and problems connected with carrying out the program.

Terms of Employment: __ teaching days; ___ pre/postplanning days; ___ work/staff development days a year. Salary to be established by the board.

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of resource teachers.

Sample Job Description - Large Size School System

Generalist (K-12)

Director of Curriculum

Minimum Qualifications:

1. Holder of an AS-5 or CD-5 certificate
2. Personnel who hold A-5, P-5 or T-5 certificates will be considered provided the AS-5 or CD-5 certificate is on file in the superintendent's office within one year of the date of employment as director of curriculum
3. Must be enrolled in and actively pursuing certification at the sixth-year level in administration and supervision
4. A minimum of five (5) years of successful teaching experience

Salary: To be determined by the board of education.

Job Description

Serves under the assistant superintendent for instruction as director of the total instructional program in the school system. Major responsibilities follow.

1. Serves as director of the curriculum center.
2. Directs, coordinates and supervises the work and support of other departments, all curriculum coordinators in all subject areas, migrant resource teachers and basic skills resource teachers.
3. Supervises the budgets for the curriculum department.
4. Coordinates activities for a continuous program of curriculum improvement in grades K-12 including providing handbooks and resource books needed by school staffs.
5. Assists the school's leadership staff in the implementation of elementary, middle or high school programs whenever feasible.
6. Encourages the schools to study test results and provides assistance in the development of an improvement plan when requested by schools.
7. Develops a needs assessment of the total curriculum.
8. Promotes and coordinates research and development in curriculum organization and instructional techniques.
9. Provides leadership in the selection, procurement and distribution of instructional materials, textbooks and equipment related to effective instruction.
10. Provides leadership in the development and distribution of curriculum bulletins, guides, courses of study and pamphlets.
11. Communicates with professionals and public regarding curriculum and instruction.
12. Assists school staffs in the development and implementation of parent involvement program and develops countywide plans and evaluation.
13. Assists in the formulation of policies relating to the improvement of the curriculum and instructional program and in the successful execution of them.
14. Assists in the development of proposals addressing instructional needs and in the directing and evaluating of the progress of the proposed projects and pilot programs.
15. Maintains an up-to-date curriculum professional library for use by system employees.
16. Coordinates systemwide the state compensatory education program.
17. Directs the planning, implementation and supervision of competency-based education.
18. Serves as ex officio member of the advisory committee and other countywide committees relating to instruction.
19. Coordinates the string music program and assures continuity of all fine arts programs.
20. Provides statistical data from the schools in the system relative to instructional programs.
21. Assists the director of staff development in developing a comprehensive systemwide

orientation program for newly employed instructional personnel.

22. Cooperates in and/or initiates programs of in-service directed toward improvement of teacher competencies and instruction.
23. Works cooperatively with other system departments concerning the instructional related activities.
24. Helps the assistant superintendent for instruction, the associate superintendent of schools and the superintendent of schools with assigned tasks as directed.

Sample Job Description - Large School System

Generalist (K-5)

Assistant Superintendent for Administrative Services - Elementary Schools

Qualifications:

1. Valid teacher certification
2. A master's degree or higher
3. Teaching and/or supervisory experience totaling at least 10 years
4. Such alternatives to the above qualifications as the superintendent and board may find appropriate and acceptable

Reports to: Deputy Superintendent.

Supervises: To assist, monitor, assess and evaluate elementary principals in their day-to-day responsibilities. To serve as a central office contact person to expedite concerns of principals related directly to administrative matters and to serve as a liaison with other departments in providing direct assistance to principals.

Performance Responsibilities

1. Communicate and help implement administrative and school board directives, policies and procedures to assigned principals and other interested individuals and agencies to insure consistency and uniformity of operations identified.
2. Inform deputy superintendent of major problems that develop and recommend appropriate corrective action; resolve complaints and provide information when requested by appropriate sources; when necessary, work with others to secure information for initiating courses of action in other departments in matters of administrative concern to elementary school principals.
3. Assist in the orientation of new elementary principals, the selection of candidates to be recommended for new administrative openings.
4. Approve staffing needs for each school under his or her supervision and work with other departments to procure needed staff.
5. Assist each elementary school principal in preparing budgetary requests for each school and then consolidate such requests for consideration in the budget-making process.
6. Meet with individuals, community groups and appropriate parent/teacher organizations to explain and interpret school programs and to encourage their involvement in working cooperatively with the school system.
7. Maintain a current file of information on programs and projects in schools assigned. Keep informed on these activities and anticipate special problems and needs of elementary principals which these programs entail. Answer express concerns of elementary principals relating to such programs directly or by serving as a liaison with other departments.
8. Attend appropriate school board committee meetings and regular school board meetings when requested.
9. Perform special assignments requiring high levels of leadership from time to time when assigned by the deputy superintendent.
10. Assume responsibility to coordinate selected systemwide activities on a regular basis as directed by the deputy superintendent.
11. Perform other assignments as requested or directed by the deputy superintendent.

Terms of Employment: 12-month basis.

Evaluation: Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of administrative personnel.

Appendix B
Certification and Classification of School Personnel in Georgia

Two major purposes are served through the process of certification in Georgia. First, it provides a formal method whereby an educator may be officially recognized as a professional person, with all rights, responsibilities and privileges accorded persons who pursue other similarly recognized professions. Secondly, through certification citizens may be assured that their state constitutional guarantee of an adequate educational opportunity for children and youth is being fulfilled in part through employment of qualified teachers and other professional school personnel.

The Georgia Board of Education is legally required to prescribe policies which certify and classify school personnel, and no personnel shall be employed in the public schools of this state unless they shall hold a certificate issued by this state in accordance with these policies.

Certification

It is the policy of the Georgia Board of Education to certify applicants who complete approved teacher education programs in fields recognized by this state. The board provides, also, that preparation may be prescribed and certified for applicants who did not complete the required teacher education program as part of their degree programs.

Special Georgia Requirements

It is the policy of the Georgia Board of Education to require individuals to satisfy applicable, special requirements pertaining to course work, performance and experience as described by the following provisions.

A. **Course Work**

1. **Exceptional Children and Youth**

Any person certified as a teacher, principal or guidance counselor must complete either five quarter hours of acceptable college credit or its equivalent through a Georgia-approved, local staff development program in the identification and education of children with special needs.

2. **The Teaching of Reading**

Any teacher to be certified in Elementary Grades (1-8); Early Elementary Grades (K-4); Middle Grades (4-8); English and certain special education fields, including mental retardation, learning disabilities, behavior disorders and interrelated must complete five quarter hours of acceptable college credit or its equivalent through a Georgia-approved, local staff development program in the teaching of reading.

B. **Performance**

1. **Certification Test**

To qualify for initial professional certification in Georgia, school personnel must post a qualifying score on the appropriate certification test(s).

2. **Assessments of Performance**

To qualify for renewable certification, teacher must demonstrate an acceptable level of professional competencies through formal assessments of on-the-job performance.

C. **Experience**

Experience is a prerequisite for certification in certain fields. Three categories of experience have been defined: teaching, school and occupational.

1. **Teaching Experience**

One year of teaching experience is specifically required as a prerequisite for certification of teachers in the field of gifted education.

2. **School Experience**
   a. Three years of acceptable school experience are required for all leadership certificates.
   b. Three years of acceptable experience or acceptable occupational experience are required for school service certificates in the fields of school counseling, school psychologist, school social worker and school lunch director.
   c. Three years of acceptable school experience are required for certification at the six- and seven-year levels in all fields.
3. **Occupational Experience**

   A minimum of two years of full-time employment in business or industry in the field of certification is required as a prerequisite to certification in vocational-technical teaching fields at levels below the bachelor's degree.

   One year of full-term employment is required as a minimum of applicants as a prerequisite for certification in vocational-technical teaching fields at the bachelor's degree level or higher.

Classification

It is the policy of the Georgia Board of Education to classify school personnel so that the adequacy of an individual's preparation to practice as professional educator in a given discipline is recognized through certification. Definitions of adequacy have been revised on occasion, but persons will continue to be recognized for having completed the required preparation that was in effect when those persons were originally certificated.

Such recognition may be permanent or temporary, depending on whether eligibility must be established for continuation or for a change in status. To these ends, school personnel are recognized by the classification system according to disciplines, functions, formal educational attainments and status with respect to current requirements. To make this classification of school personnel effective, the state board has authorized the issuance of certificates according to the following schedule.

A. **Fields of Certification** provide recognition for the discipline, area of specialization or study completed by an individual as a major part of his or her college preparation program. The number and names of fields, as well as the preparation required, may be changed by the state board after periodic analyses of the extent to which Georgia is providing adequate educational opportunities for its children and youth through currently recognized fields.

B. **Types of Certification** provide recognition of three school personnel functions hereby defined as teaching, leadership and service and for the grouping of fields so that all fields shall be classified either as teaching fields, leadership fields or service fields. More specifically, teaching certificates shall be issued in fields that prepare one to teach the subject matter offered to students as a part of the school curriculum. Leadership certificates shall be issued in fields that prepare one to administer and/or supervise a school system, school or school program. Service certificates shall be issued in fields that prepare one to provide support to students, school personnel and school operations.

C. **Levels of Certification** provide recognition of formal educational attainments marked by diplomas or degrees. The state board also provides for an entry level and for advanced levels of specialization in each field. Six such levels of completion are recognized with the stipulation that the first two levels are valid only for vocational-technical teaching fields. The one-year level recognizes its holder as having a high school diploma or its equivalent; the two-year recognizes an associate degree or its equivalent; and the four-, five- six- and seven-year levels, respectively, recognize bachelor's, master's, educational specialist and doctoral degrees.

D. **Titles of Certificates** provide recognition, both of one's status as a professional educator and of the extent to which one has satisfied applicable requirements for current and continued employment in a given school personnel function.

The state board has provided for the issuance of certificates by the nine titles discussed below, but places a condition on the issuance of the first four titles listed. This condition provides that an employer in Georgia must request the certificate jointly with the applicant. By this action, the employer signifies that the applicant is the most qualified candidate available for a position, and the applicant signifies that a commitment to complete the preparation required for certification as a professionally qualified educator according to a fixed schedule.

1. **The Provisional Certificate** may be issued to a person who is completing requirements for professional certification while he/she is employed. **The Provisional Certificate** shall not be issued above the five-year (master's degree) level.
2. **The Probationary Certificate** may be issued to a certificated person who is completing requirements to add a new field at the highest level of certification held by that person while employed in the field being added.
3. **The Provisional/Probationary Certificate** may be issued to a person who is simultaneously completing requirements in professional education and requirements for adding a field while employed as a teacher in the fields being added. Certificates by this title may not be issued above the four-year (bachelor's) level.
4. **Emergency** certificates may be issued to recognize a professionally prepared teacher who lacks recent study. Certificates by this title may not be issued above the five-year (master's degree) level.
5. **Life Professional** certificates may be issued as duplicates to persons who qualified for permanent certification prior to July 1, 1974, and who have continued to earn the school experience required to maintain permanent certification. Individuals who qualify currently for active life certificates may carry that designation forward to the highest levels corresponding to the highest degree earned in the school personnel function in which the life certificate was originally issued.
6. **Professional Renewable** certificates may be issued to persons employed in all school personnel functions who completed applicable requirements after permanent certification was discontinued and prior to the adoption of performance-based requirements.
7. **Nonrenewable Provisional** certificates, which must be jointly requested by an individual and his or her employer, recognize persons who completed an approved teacher education program but must satisfy performance-based criteria, particularly that certification test, and may need to complete one or more special Georgia course requirements. These certificates shall not be issued above the five-year level.
8. **Nonrenewable Professional** certificates recognize professionally prepared personnel who must satisfy criteria pertaining to the assessments of performance and who also may need to complete one or more special Georgia course requirements.
9. **Performance-Based** certificates recognize professionally prepared school personnel who have satisfied special Georgia course requirements and performance requirements.

E. **Validity periods** also have been provided for by the state board. These periods are to be used with respect to the certification and classification of school personnel.

Appendix C

Materials to Assist in Curriculum Planning

Curriculum Planning, Improvement, Revision System

The Command: (CPIRS)

According to education literature, one of the most difficult problems of curriculum development and improvement involves the organization of human resources in ways which will result in maximum accomplishments.

This CPIRS model of curriculum planning and improvement has been designed to assure maximum involvement. The model is based on the following beliefs.

1. The primary goal of the school system is to create experiences which maximize learning opportunities for all students.
2. The basic criterion for success of the school system is the extent to which the organization supports the teacher's efforts to promote learning.
3. The coordinating function between the central office and the individual school site is for the purpose of instructional improvement.
4. Active communication between central administration and the schools and between the schools and central administration is an important component of effective administration.

The overall objectives of the model are as follows.

1. To promote better communications among all members of the professional staff and to assure articulation among programs.
2. To provide a system for school-based input into instructional planning and revision.
3. To provide a system for dissemination of information from the central office to schools.
4. To promote dissemination and implementation of current and relevant policies and procedures relating to local, state and federal programs/projects.
5. To provide a continuing examination of current curriculum offerings and teaching practices at all levels of instruction.
6. To promote long-range planning for meeting instructional needs.
7. To provide the basic audience for formation of systemwide curriculum committees.

The model establishes four levels of involvement. These four levels are presented in the following pages.

Level I

School-based Council

Objective

To maximize opportunities for staff involvement in curriculum planning, revision and improvement.

Functions

1. Make recommendations to the coordinating council related to specific needs of the school instructional program.
2. Use (a) systemwide and building-level goals and objectives; (b) staff development needs; (c) needs assessment surveys; (d) curriculum guides and (e) standardized test objectives as a foundation for developing the school's instructional program.
3. Determine the school's prioritized needs for curriculum services, facilities, instructional materials and instructional equipment.
4. Develop budget requests based on identified priorities.
5. Draft procedures for effective functioning of the instructional program.
6. Assist in the evaluation of instructional materials and equipment.
7. Review and evaluate challenged materials.

8. Assist in centralizing all instructional materials and equipment in the library media center in order that they may be processed and made available to all teachers and students.
9. Conduct an annual evaluation of the media program.
10. Review annually and revise as necessary the building-level media policies and procedures.

Membership

Elementary Schools

School-based council members will be appointed by the principal at the beginning of each school year. Membership of the council will include the principal as chairperson, the staff development representative, one special program teacher, one media specialist and classroom teachers. At appropriate times, parents may be involved.

Middle and High Schools

School-based councils will consist of department heads, media specialists and other appropriate staff and be chaired by the principal. Community representatives and students may be included at appropriate times.

Schedule

School-based committees will meet during the first week of each month (September-May).

Proceedings

Minutes of each school-based council meeting will be forwarded to the executive director of curriculum and staff development within one week following each monthly meeting. This responsibility rests with the council chairperson.

Level II

Coordinating Council

Objective

To provide a communication network for aiding all coordinating functions related to the instructional program.

Functions

1. Serve as a communication link between schools and central office staff.
2. Review curriculum (all disciplines) and suggest adjustments as necessary.
3. Make recommendations to the central council related to specific curricular needs of the school system at large.
4. Disseminate and interpret curricular research, materials and staff development information.
5. Identify and interpret curricular services available to schools.

Membership

The elementary coordinating council consists of the school-based chairperson for each school, systemwide coordinators and classroom teachers elected annually from randomly selected schools. The executive director of curriculum and staff development will serve as chairperson. Selection procedures will assure that all schools will be represented within a four-year cycle. Teacher membership will include 10 teachers the first year, nine teachers the second year, nine teachers the third year and nine teachers the fourth year. The council will be subdivided into primary and intermediate committees. These committees will elect their respective chairpersons from the membership.

The middle and senior high school coordinating council will consist of subcouncils composed of representatives from each department in the school and appropriate systemwide coordinators. Systemwide coordinators will chair each subcouncil.

Proceedings

Minutes of the coordinating council meetings will be forwarded to the assistant superintendent of instructional development within one week following each monthly meeting. This responsibility rests with the various subcouncil chairpersons.

Schedule

Coordinating councils will meet as follows.

The elementary council will meet the second week of each month (September-May).

Middle and senior high school coordinating councils will meet the third week of each month (September-May).

Level III

Central Council

Objective

To review and process those matters of curricular significance which have systemwide impact.

Functions

1. Screen, study and make recommendations regarding systemwide curricular matters.
2. Disseminate from the central office administration information to the coordinating council.
3. Make recommendations for instructional services to overall program development and implementation.
4. Make recommendations for system-level goals and objectives for the instructional program.

Membership

Central council membership will consist of eight representatives from the elementary schools elected annually from members of the elementary coordinating council. Of these representatives, four must be classroom teachers. One representative will be elected from each of the secondary subcouncils. One middle school principal and one senior high school principal selected randomly will also serve on the council. Subject area coordinators may not serve as members, but will serve in ex officio capacities upon request.

Central office representation will consist of assistant superintendent of instructional development, assistant superintendent of school management, executive directors and coordinator of media. The assistant superintendent of instructional development will chair the committee. In addition, four representatives of the community appointed by the superintendent will serve on this committee.

Schedule

Central council will meet on the fourth Monday in October, January, March and May.

Proceedings

Minute of the central council will be forwarded to the executive team within one week following each meeting. This responsibility rests with the executive director of instructional development.

Level IV

Executive Team

Objective

To review and react to recommendations of the assistant superintendent of instructional development on instructional issues that may result in system policy or require involvement of other divisions in implementing the instructional program.

Functions

1. Review, revise, recommend and disseminate system-level goals and objectives of the instructional program.
2. Establish priorities for use of funds to include those not normally budgeted to the division of instructional development, but available for implementing system- and building-level instructional program activities.
3. Establish systematic patterns of communication between various administrative components which deliver instructional services for the improvement of planning and implementation activities.
4. Revise system budgetary procedures to increase coordination of planning and budgeting between related instructional areas to ensure expenditures in needed categories.
5. Review and revise, if necessary, the instructional policies and procedures.
6. Ensure the establishment of a sound instructional program for all schools and establish methods to provide support to those schools lacking needed elements.
7. Establish a process for an annual instructional program evaluation.

Membership

The executive team shall be composed of the associate executive director of elementary schools, the executive directors, the assistant superintendents, the associate superintendent of schools and the superintendent of schools. The superintendent will serve as the chairperson.

Schedule

Meetings will be held each Tuesday.

Proceedings

Minutes of the executive team will be forwarded to the members of the team within two days following each meeting. This responsibility rests with the public information and communications officer.

System-level Subcommittees

Committees will be established for textbook and media review and selection.

Library Media Committee

Objectives

To recommend and approval goals and objectives for the library media program.

To study, evaluate and recommend library media resources and services which help achieve instructional goals.

Functions

1. Use adopted goals and objectives for the effective planning of the total media program.
2. Assess the facilities and resources available for implementation of the media program and recommend needed changes which reflect identified needs of schools to the assistant superintendent of instructional development.
3. Identify budget needs for school media programs and for system media services and transmit to the assistant superintendent of instructional development.
4. Identify problem areas in coordination and communication of media program thrusts and transmit to the assistant superintendent of instructional development.
5. Examine media staffing patterns as well as the general levels of competencies and responsibilities of all building-level staff and recommend changes as needed to the assistant superintendent of instructional development.
6. Review annually the instructional materials, media and equipment policy and transmit recommendations to the assistant superintendent of instructional development.
7. Recommend minimum media program needs for all schools and transmit to the assistant superintendent of instructional development.
8. Assist in the evaluation of instructional materials and equipment.
9. Review and evaluate challenged materials.
10. Review annually and revise as needed the five-year instructional improvement program attainment plan.

Membership

The system library media committee shall be composed of one principal and one media specialist from each level (elementary, middle, high school), a special education coordinator, one subject area coordinator, the reading coordinator, the kindergarten coordinator and a community representative. At appropriate times, students will be involved. The media coordinator will serve as chairperson. The executive director of curriculum and staff development will serve as exofficio member.

The committee will be appointed by the executive director of curriculum and staff development and the coordinator of media.

Schedule

Meetings will be held the first Monday of each month as necessary.

Proceedings

Minutes of the library media committee shall be forwarded to the executive director of curriculum and staff development within one week following each meeting. This responsibility rests with the coordinator of media.

Textbook Adoption Committee

Objective

To recommend state-approved textbooks for local adoption.

Functions

1. The textbook adoption committee will study and review state-approved textbooks in the various curricula in which there are to be adoptions.

2. Students, teachers and parents will be involved at the building level with the evaluation of textbooks and related materials. *Suggestions from this group may be made to the textbook adoption committee.*

Membership

The textbook adoption committee should be organized in such a way as to carry out the objective of the committee. The appointment of this committee will be the responsibility of the assistant superintendent of instructional development. A chairperson and recording secretary will be selected from the committee-at-large. The committee shall work under the direct guidance and supervision of the appropriate subject area coordinator.

The textbook adoption committee shall be composed as follows.

Elementary Level

1. One teacher from selected schools identified by the system administration (all grade levels and special service areas will be represented on the committee)
2. Two elementary principals
3. Coordinator of media
4. Appropriate subject area coordinator (exofficio)
5. Executive director of elementary schools (exofficio)
6. Community representation

Secondary Level

1. One representative from each of the middle and high schools in the curricular area being considered for adoption
2. Two secondary principals
3. Coordinator of media (exofficio)
4. Appropriate subject area coordinator (exofficio)
5. Executive director of middle school and executive director of high school (exofficio)
6. Community representation.

Schedule

1. Committees usually meet once a month after regular school hours, but frequency of meetings will be determined by committee members.
2. The textbook adoption committee will serve for a period of one year unless otherwise charged by the assistant superintendent of instructional development.

Proceedings

1. Textbooks on the state-approved adoption list will not be sent by publishers to individual schools for previewing and/or piloting after October 1 of the year prior to their consideration for adoption.
2. The chairperson of the textbook adoption committee will present the committ's recommendation(s) to the appropriate administrative staff member who in turn will present the recommendation(s) to the executive team for final consideration.

Secondary Subcommittees

These committees may be established to meet specific needs related to curriculum and instructional planning.

School-based committees will consist of all members of a department and will be chaired by the department head.

Georgia Codes and Policies

Like most states of the nation, governance of public education in Georgia is a shared responsibility between state and local governmental agencies. The state, of course, is granted the responsibility for conducting public education under provisions of the U. S. Constitution, but chose to share the responsibility with the cities and counties.

The provisions for regulating education are found in several documents. The *School Code* contains the education provisions found in the *Georgia Constitution* and the laws enacted by the Georgia General Assembly. A portion of the laws are repeated in *APEG (Adequate Program for Education in Georgia)*, an act of the legislature which represents the basic funding formula for public education. Finally, a series of handbooks and manuals published by the Georgia Department of Education contain the policies, regulations and standards established by the Georgia Board of Education and the State Superintendent of Schools to implement the provisions of the *Georgia Constitution* and state laws.

This section of the handbook is designed as a highlight tour of documents to acquaint local system instructional personnel with the laws, policies and standards that affect instructional affairs in local systems. Reading this review will not substitute for a careful study of the source documents. It will, however, provide the reader with a glimpse of what constraints have been established by the state and guide him or her to additional study.

In the following paragraphs, documents are referred to according to descriptors: *Art., Sec., Par.* refers to article, section and paragraph of the 1982 *Georgia Constitution; 32-650* refers to an act of the legislature and a letter descriptor such as IDAA refers to a policy and corresponding executive procedure of the state board and the state superintendent. It will appear there is duplication in the acts of the legislature and the policies of the Georgia Board of Education. This is not the case. What is happening is the legislature is mandating what it wishes to occur in public education and the Georgia Board of Education is implementing those wishes. Such is the nature of state governance.

Art. VIII, Sec. 1, Par. 1 and 32-603a

The Georgia Legislature has established the state's instructional philosophy by declaring that every Georgian shall have access to quality instruction designed to develop his or her capabilities to the maximum. The constitution further states that adequate public education for the citizens prior to college or postsecondary education shall be the primary obligation of the state and that such education shall be free and provided by taxation.

32-653a and MKA

A provision of APEG calls for the state board to establish minimum standards for elementary and secondary schools in Georgia. These standards are contained in a manual entitled, *Standards for Georgia Public Schools*, published by the Georgia Department of Education.

32-408 and IC

In this act, the state board is given the responsibility for establishing overall courses of study for the high schools of Georgia and for providing curriculum guides to local systems to be used in program planning and development.

32-650, 32-652 and 32-609

These three provisions of APEG require the state board to evaluate the instructional programs of the local systems through performance-based standards, to make provision for educational research to strengthen public education and to provide for training of local system personnel to make them more effective instructional leaders.

GBBA, GBBB and GBBC

These three state board policies recognize the board's responsibilities in the teacher training and certification areas. They speak to the qualifications and duties of teachers, the need to be followed when it is necessary to suspend, revoke, deny or recall a teaching certificate.

IDH

Here the state board recognizes the importance of pupil personnel services. The policy establishes a state plan for encouraging pupil personnel services at the local system level.

32-624a.1

Within APEG, the legislature provides for aides and paraprofessionals to assist teachers in the classrooms fo the state. Such individuals shall be under the supervision of the teacher. The act also calls for formal training of the aides.

IEB

In this policy, the Georgia Superintendent of Schools is directed to establish procedures to enable local boards to have their curriculum plans endorsed by the Georgia Board of Education.

IAB

This is an educational accountability policy designed to insure an adequate educational opportunity for all students. A major feature calls for teachers to use appropriate teaching methods for the students being taught.

32-613a, 32-614a, 32-707, IFA, IFAA, IFAB, IFAC

This series of acts and policies deals with the selection of textbooks, nontextual materials and instructional supplies and equipment. Georgia provides free textbooks to the schools of the state. Such textbooks must be recommended to the state board by the Textbook Advisory Committee. Similar care must be exercised in the selection on nontextual materials and instructional supplies and equipment. The state board encourages local systems to establish written policies and procedures to govern the selection process.

IFBEB and IFBEBA

In this policy, the state board is encouraging the local systems to develop the necessary policies and regulations to insure that field trips support the objectives of the instructional program.

II

This policy deals with a program of student assessment through the use of criterion-referenced tests. Other testing conducted by local system officials is likewise endorsed.

IHF

This policy establishes a 21-unit requirement for high school graduation. Thirteen of the units are specified by the Georgia Board of Education and the other eight may be specified by the local system or be elective credit.

32-607, 32-618a, 32-608a, IDAC, IDDB, IDDD, IDDF, IDG & IDGB

This series of acts and policies deals with extensions to the instructional program. Included are provisions for kindergartens, remedial instruction to low achievers, basic literacy instruction for adults, special education students, including gifted, and general educational development testing.

32-434, 32-1901, 32-657a, 32-611a, 32-623a, 32-622a, 32-435, 32-618, IDAA, IDAB, IDAD, IDB, IDDE and JBFB

This series of acts and policies deals with courses that are either required in the schools of the state or are specifically funded, at least in part, by the state. Included are courses in which the effects of alcohol, drugs and smoking are taught, physical education, health education, driver training, career and vocational education, American and Georgia history and government and early release program.

JBD, JGDA and JGDB

These three policies do not deal specifically with instruction, but invariably those providing instructional leadership must deal with student absences, physical examinations and immunizations. The state board believes that students must be in school. Very few reasons beyond illness are acceptable excuses for students being absent. The board also believes that a student should be reasonably well at the time of entering school and must be protected against communicable disease.

Funding Sources for Leadership Positions

Elementary education and secondary education in Georgia are financed with local, state and federal funds. The arrangement is specified in an act of the Georgia Assembly known as APEG (Adequate Program for Education Georgia).

Essentially, APEG is a formula in which local funds are added to those of the state and the federal government to insure at least adequate funding in all of the school systems of Georgia. The administration of APEG rests with the Georgia Board of Education and the State Superintendent of Schools. They establish the policies and regulations that must be followed for systems to receive state and federal funds.

The bulk of the monies guaranteed in APEG are designated as supporting instructional services. Twelve categories of costs, ranging from supporting special education programs to pupil transportation, are added together to establish the amount of money needed to support the instructional program in the local system each year. From this figure is subtracted a sum based upon the local system's ability to support education (depending upon the amount of taxable property in the district). The difference between the local system's ability to pay and the amount required represents the amount of state and federal aid to be provided.

It should be remembered that APEG provides for support at a rather austere level. Local systems may increase the amount of money available by establishing a higher tax rate as long as the rate is not greater than 20 mills. Eve the 20-mill limit may be raised or removed altogether by a referendum of the citizens called by the board of education.

An additional source of local revenue is the recent provision of a local sales tax. This one-cent tax must again be authorized by a vote of the citizens and the revenue produced may be used as an additional source of educational funds, a property tax roll-back or for both purposes.

Of particular relevance to this publication is the funding of curriculum and instructional leadership personnel. Section 21 of APEG (32-621a) is devoted to administrative and supervisory personnel. Included in these categories are principals, assistant principals, curriculum specialists, directors of curriculum and the like.

Within APEG, personnel are allocated on a numbers basis; that is, one administrative or supervisory person's salary is provided for every 190 students in average daily attendance during the first four months of the school year. This method of funding positions probably favors the larger systems with their larger schools, for every school in the state must have a principal regardless of the school's size. This means that the larger systems are more likely to have sufficient enrollments to hire curriculum specialists than small systems with their small schools.

In addition to the administrative and supervisory personnel, Section 21 of APEG provides central office personnel on the basis of one person for every 3300 pupils in average daily attendance. Included in this category is the instructional supervisor along with maintenance specialists, transportation directors, food service directors and the like. Once again, the larger systems are more likely to be in position to take advantage of this category.

The reader should keep in mind that the provisions of Section 20 and 21 below are for positions specified in APEG. Local systems can, and do, provide for additional curriculum and instructional leadership positions out of local funds.

Section 20 (32-620a) of APEG calls for the provision of student services support personnel. Elementary and secondary counselors, psychologists, psychometrists and visiting teachers are included in this category. Such positions are allocated on the basis of one position for every 400 students in average daily attendance. Once again, it is the local system's responsibility to determine how many elementary counselors, secondary counselors or psychologists it needs for an effective educational program. APEG simply provides the formula for allocating the entire classification of positions.

Additional positions are also called for in Section 21. A job placement director for every 5000 students in average daily attendance is provided and an adult guidance position is provided for every 400 adults in average daily attendance.

In summary, APEG should be considered as a funding formula calling for monies to be provided by the local system, the state and the federal government. The percentage each level provides varies from school system to school system depending on each district's taxable wealth.

Administrative, supervisory and pupil personnel service specialists are provided in APEG according to the number of students in average daily attendance. Additional personnel may be added through the use of local funds.

Finally, APEG should be viewed as a formula for providing a basic level of education to students in Georgia. Most systems find it necessary to add additional local monies to those provided under the provisions of APEG.

Georgia Policies Relating to Instruction

Title	*Descriptor Code*	*Issued Date*	*Relation to Standard #*
Absences and Excuses (Cf. EFAA, JB)	JBD, JBD-EP	June 1980	30, 53, 133, 134, 141, 151, 152
Accountability, Educational	IAB, IAB-EP	June 1980	
American History and Government, Instruction of	IDAD-EP	June 1980	
Career Education	IDAA, IDAA-EP	June 1980	F186
Child Abuse and Neglect Reporting (Cf. DFBI-EP)	JGEB, JGEB-EP	June 1980	
Compensatory Education (Cf. DFBH, DFC)	IDDB IDDB-EP	February 1982 June 1980	
Curriculum Development (Cf. IHF)	IC, IC-EP	June 1980	56, 57, 127, 128, 129 166-176
Curriculum Planning (Cf. AHA, AHB, IC, IHF)	ICB, ICB-EP	June 1980	
Driver Training	IDDE, IDDE-EP	June 1980	139, 140, 150
Entrance Age	JBB, JBB-EP	June 1980	
Equipment and Supplies (Cf. DFBB, IFA)	IFAC, IFAC-EP	June 1980	8
Eye Protection	JGFGB, JGFGB-EP	June 1980	
Field Trips and Excursions	IFCB IFCB-EP	June 1980 March 1983	
General Educational Development (Cf. IDG)	IDGB, IDGB-EP	June 1980	
Gifted Students (CF. DFBF)	IDDD, IDDD-EP	June 1980	
Graduation Requirements	IHF	November 1983	130, 131, 132
Health Education and Services, School (CF. IC)	IDB, IDB-EP	June 1980	135, 136, 137
Inoculations	JGCB JGCB-EP	Sept. 1981 June 1980	
Instructional Units, Allotment of (Cf. IDAC IDAB, ADDF)	DFBA DFBA-EP	December 1981 June 1980	

Title	*Descriptor Code*	*Issued Date*	*Relation to Standard #*
Kindergarten Program (Cf. AF, DFBG)	IDAC, IDAC-EP	June 1980	121
Media and Equipment, Instructional (Cf. DFBB, IFAA, IFAB, IFAC, IFBEBA)	IFA,	June 1980	
Nontextual Materials (Cf. IFA)	IFA-EP IFAB, IFAB-EP	August 1981 June 1980	8
Organization for Instruction	IEB, IEB-EP	June 1980	
Parent-Teacher Conference Days	AEAC AEAC-EP	July 1984 September 1981	
Physical Exams	JGCA, JGCA-EP	June 1980	
Promotion and Retention	IHE	January 1984	8
Release Programs, Education (Cf. AF)	JBFB JBFB-ED	April 1983 June 1980	
School Days (Cf. AEAC, IDAC, JBFA, JBFB)	AF AF-EP	July 1983 June 1980	12, 119, 120, 121
Special Education (Cf. DFBF)	IDDF, IDDF-EP	June 1980	
Standards, Public School (Cf. DFBD, FAA)	MKA, MKA-EP	June 1980	Standards
Teacher Education and Certification, Qualifications and Duties (Cf. GBBC)	GBBA, GBBA-EP	June 1980	
Television, Instructional	IFBE IFBE-EP	July 1983 June 1980	148
Testing Programs, Student Assessment	II, II-EP	June 1980	30, 53, 133, 134, 141, 151, 152
Textbook Selection and Adoption (Cf. IFA)	IFAA, IFAA-EP	June 1980	
Vocational Education (Cf. DFBE)	IDAB, IDAB-EP	June 1980	143

DESCRIPTOR TERM Parent/Teacher Conference Days	DESCRIPTOR CODE AEAC
	EFFECTIVE DATE August 1984
	ADOPTED July 1984

The Georgia Board of Education believes that public education can be enhanced by strong school/community and home/school relations. The state board, therefore, establishes that a maximum of 10 hours per year shall be granted to each local system's elementary and secondary schools (grades K-12) for early dismissal for parent/teacher conferences relative to each individual student's progress.

The following conditions must be met by each local school system choosing to allow early dismissal for parent/teacher conferences. Each such local school system shall

> develop a specific plan for the use of 10 hours' early dismissal time annually for parent/teacher conferences for approval by the local board of education;
>
> make the early dismissal dates a matter of record on the school system calendar.

Georgia Code: 20-2-280, 20-2-288.

Descriptor Term: **Parent/Teacher Conference Days**	Descriptor Code: AEAC-EP	Issued Date: September 1981
	Rescinds: AEAC-EP	Issued: June 1980

The Office of Administrative Services and the Office of Instructional Services shall assure that each local school system choosing to operate under an early dismissal plan for parent/teacher conferences adheres to the following.

Have its early dismissal plan approved by its local board of education. Criteria for the plan shall be as follows.

The proposed plan shall include a rationale; objective, activities for teacher early dismissal, other local school system supporting activities and an evaluation which includes an accountability of the number of parents participating and objective attainment.

The plan shall include an alternative for parents who cannot come at the usual designated times.

The total number of hours provided for parent/teacher conferences shall not exceed 10 clock hours per school year.

The hours shall be used exclusively for actual parent conferences.

The length of the school day must be maintained at four hours, in accordance with the Georgia Board Policy AF.

The Plan shall be locally formulated by a committee of parents, teachers and administrators and presented to the local board of education for approval.

The plan shall provide for staff development for teachers on how to conduct parent/teacher conferences.

Forward a copy of its early dismissal plan to the Georgia Department of Education, Curriculum Services Division (Attention: Director of Early Childhood and Middle School Education), for approval on or before August 1 of each year. The local school system and appropriate director of regional educational services will be notified of the plan's approval by the Curriculum Services Division.

Record and report to the Director of the Curriculum Services Division on or before June 1 of each year the percentage of parents of elementary students who responded to the opportunity for a parent/teacher conference during each school year.

DESCRIPTOR TERM

School Day

cf: AEAC, IDAC, JBFA, JBFB

DESCRIPTOR CODE

AF

EFFECTIVE DATE

July 1983

ADOPTED

April 1983

The length of the school day for grades four through 12 shall be not less than six hours of instruction exclusive of recesses and lunch periods.

The length of the school day for grades K through three shall be not less than four and one-half hours of instruction, exclusive of recesses and lunch periods.

The length of the kindergarten school day on a one-half day basis shall be not less than two and one-half hours of instruction.

In emergency situations, as during a building program, where half-day sessions have been approved temporarily by the state board, the length of the school day for all grades exclusive of the half-day kindergarten program shall be not less than four and one-half hours of instruction. In the case of school systems which have approved parent/teacher conference plans in compliance with Georgia Board Policy AEAC, four hours of instruction must be offered exclusive of recesses and lunch periods on the days when parent/teacher conferences are scheduled. For the half-day kindergarten program two hours of instruction must be offered when operating under an approved parent/teacher conference plan.

Hours of instruction are defined as all portions of the day when school is in session with the exception of recesses and lunch periods.

For state attendance purposes a student must be in attendance for a minimum of one-half the required instructional day for the student to be counted as present. Until the state funds kindergarten on a full-day basis, a kindergarten student may be counted present if he/she is in attendance 1 1/4 hours.

Local boards of education may allow students to participate in educational release programs during the school day provided that such programs meet the criteria established by Georgia Board Policy JBFB.

Test schedules shall be arranged so that tests are given as a part of a full school day.

High School graduation exercises shall be scheduled after the end of the 180-day school year. Any exception shall require state board approval in advance.

Open campus programs shall operate consistent with the procedures set forth in Georgia Board Policy JBFA.

The state superintendent shall develop procedures to ensure that local school systems follow this policy.

O.C.G.A. § 20-2-287.

Descriptor Term: **School Day**	Descriptor Code: AF-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall require that school systems adhere to policies concerning length of school day.

The Office of Administrative Services shall review early release policies submitted by local boards.

The Office of Administrative Services shall provide technical assistance to local boards in preparing early release policies for review.

Descriptor Term: **Allotment of Instructional Units** Cf: IDAC, IDAB, IDDF	Descriptor Code: DFBA	Issued Date: December 1981
	Rescinds: DFBA	Issued: June 1980

The Georgia Board of Education shall allot instructional units to local school systems in such a manner as to provide an adequate educational opportunity for all public school students in Georgia. The state board directs the State Superintendent of Schools to develop procedures for allotting instructional units to local school systems and submit such procedures to the state board for approval.

The following shall be the basis for the allotment of instructional units.

General Education — One instructional unit shall be provided for each 20 students in projected ADA in grades one through two, and one instructional unit shall be provided for each 25 students in projected ADA in grades three through 12. However, in systems that do not provide an education program approved by the state board and containing both general and vocational education, one instructional unit shall be provided for each 27 students in projected ADA in grades six through 12.

Special Education — For FY 81, instructional units will be allotted to local school systems based on earnings with a pupil-teacher ratio of 22:1. Earnings will be determined by data from the fourth-month attendance report of the current year and include the total from ADM from self-contained classes and cumulative totals from itinerant resource programs. Beginning with midterm adjustments for 1981 and thereafter one instructional unit shall be provided for each 22 students in average monthly membership for the first four months of the current year.

Allocation of instructional units shall be calculated on no more than 15 percent of the total school population in grades one through 12; provided, however, that any local unit may petition the state board for additional special education instructional units needed to serve exceptional pupils who are enrolled in significantly higher proportions than normally expected.

Requests for additional units beyond 15 percent must be sent to the Georgia Department of Education no later than February 20 of each year and action will be taken by the Georgia Board of Education at the March board meeting of each year. Data for audit verification will be requested from each local unit to verify additional units under the terms of this provision.

Specialty units will be allotted to special programs identified by the Georgia Board of Education including, but not limited to

SED: Ratio of 1:16 based on 0.5 percent of service area population zero through 14 years of age,

Institution: Ratio of 1:12 based on need as identified by attendance report,

One Section 5 teacher for each isolated school as designated by law.

No units will be allotted to CESA; however, a school district may assign a unit to CESA for multicounty programs.

Descriptor Term: **Allotment of Instructional Units**	Descriptor Code: DFBA-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall develop and administer procedures for allotting general education, special education, kindergarten education and vocational education instructional units to local school systems. These procedures shall be reviewed annually.

The Office of Instructional Services shall provide the Office of Administrative Services the criteria for allotting special education and kindergarten education instructional units to local systems. These procedures shall be reviewed annually.

The Office of Vocational Education shall provide the Office of Administrative Services the criteria for allotting vocational education instructional units to local systems. The criteria shall be reviewed annually.

The Office of Instructional Services shall provide regulations, administrative procedures and technical assistance to local school systems for preparing their program improvement plan and for the use of funds allotted for instructional units and shall submit local system plans to the state board for approval.

Descriptor Term:	Descriptor Code:	Issued Date:
Qualifications and Duties **Teacher Education and Certification** Cf: GBBC	GBBA	June 1980
	Rescinds:	Issued:

Purpose and State Plan

In carrying out its constitutional and statutory responsibilities, the Georgia Board of Education establishes and maintains a program of teacher education and certification to assure that the public schools of the state are staffed by qualified professional personnel.

The State Superintendent of Schools shall establish and maintain a program for teacher education and certification. This program shall perform the following functions.

Teacher recruitment and special programs

Classifications and certification of school personnel

Evaluation and approval of teacher education programs in colleges and universities in the state of Georgia

The state superintendent shall develop and maintain a State Plan for Teacher Education and Certification which shall serve as the basis for administering this program. The state plan shall be evaluated annually. When adopted by the state board, the state plan shall remain in effect until amended by the state board.

Course in Identification and Education of Exceptional Children

The Georgia Board of Education asserts that effective July 1, 1976 any person granted a certificate as a teacher, principal or guidance counselor shall either complete a course of five or more quarter hours, approved by the Georgia Board of Education, in the identification and education of children who have special educational needs or shall have satisfactorily completed an equivalent preparation in a local staff development program designed to assist such personnel in the identification and education of students with special needs. Before implementation, a staff development program designed for this purpose must be approved by the state superintendent based on the following state board criteria.

The local plan for preparing teachers, principals and guidance counselors in identification and education of students with special needs must

contain specific objectives of the program,

identify the competencies needed by educational personnel in the identification and education of children with special needs,

describe instructional materials and resources to be used,

identify the number and kind of educational personnel to be trained.

Course in Identification and Education of Exceptional Children (Continued)

The local plan must identify the person or persons conducting the preparation and show evidence of expertise in the area of special education. This may be shown by an official transcript showing preparation or a summary of teaching experience in the area of special education.

The local plan must provide for 50 clock hours of instruction.

The local plan must describe records to be kept by system superintendents regarding individuals who have successfully completed the program.

Modifications in Certification Requirements

It is the responsibility of the Georgia Board of Education to provide adequate education for all citizens of Georgia. In performing its duties, the board may receive advice and recommendations from the Professional Standards Commission and the Teacher Education Council. These advisory groups assist the board in making valid and pertinent decisions.

The procedure for receiving recommendations is as follows.

The chairperson of each advisory group shall submit a written report of the group's work, inclusive of all recommendations, to the chairperson and members of the Georgia Board of Education.

A copy of this report shall be sent to the State Superintendent of Schools for his or her recommendations.

The chairperson of the advisory group and the state superintendent or their designees shall be invited to meet with the Georgia Board of Education's Planning and Development Committee when issues acted on by the advisory group are discussed.

The Planning and Development Committee of the Georgia Board of Education shall recommend actions to the full board for its consideration.

The chairperson of the advisory group or his or her designee shall be invited to the Georgia Board of Education meetings when issues acted on by the advisory group are presented and, if in attendance, may discuss the recommendations.

The schedule for making modification in certification requirements is as follows.

All recommendations must be submitted in writing to the chairperson of the state board and State Superintendent of Schools by June 1.

Recommendations shall be submitted to the July meeting of the state board for laying on the table and for public response.

Georgia Board of Education shall act on recommendations at the August meeting.

Modifications in Certification Requirements (Continued)

No modifications in certification can be enforced until one year and one month has lapsed from the time of board approval.

Georgia Code: 32-408 (1937, 1961), 32-637a (1974, 1976), 32-653a (1974), 32-655a (1974, 1975), 32-662a (1974, 1975), 32-1021 (1919, 1931), 32-1902 (1971), 32-2109 (1945), 32-3606 (1968); Ga. Laws 1966, pg. 966, Act 1137.

Descriptor Term: **Qualifications and Duties** **Teacher Education and Certification**	Descriptor Code: GBBA-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Planning and Development shall administer the teacher education and certification program in accordance with provisions contained in the approved state plan. The Teacher Education Council, whose membership is reflected in the constitution and bylaws of the Georgia Teacher Education Council, shall be the official advisory group for proposing teacher education criteria and certification regulations. This council shall operate in accordance with the "Constitution and Bylaws" approved by the state board.

The Office of Planning and Development shall develop and maintain a State Plan for Teacher Education and Certification. The state plan shall include, but not be limited to the following items.

- Criteria and procedures for the administration of

    Teacher education and certification programs

    Teacher recruitment and special programs

    Teacher scholarship programs

    Teacher Education Council

    Education Professions Development Act

- Criteria and certification standards for public school personnel

    Criteria and procedures for certification

    - requirements for certain special classification
    - experience
    - evaluation of certificates
    - credits for certificates
    - NCATE approved certificates
    - renewal and reinstatement
    - emergency certificates

    Criteria and procedures for changes in certification

    Criteria and procedures for suspension, revocation, denial and recall of certificates

    Procedures for the appeal of suspension, revocation, denial and recall actions

- Criteria for approving Georgia institutions and programs for teacher education
- Methods of evaluating the effectiveness of the program operation

The Office of Planning and Development shall at least annually evaluate the effectiveness of the State Plan for Teacher Education and Certification and submit a report to the state superintendent along with recommendations for improvement of the program.

Course in Education of Exceptional Children

The Office of Planning and Development shall be responsible for recommending to the Georgia Board of Education a course in exceptional children designed to meet the intent of this policy. The Office of Planning and Development shall recommend to the state superintendent for approval the local systems staff development plans that meet the state board criteria.

The Office of Planning and Development shall

approve a list of courses designed to help teachers identify exceptional children;

provide technical assistance to local school systems for developing staff development programs designed to help teachers identify students with special needs;

develop resources and instructional materials, including educational television service programs, designed to help local systems in staff development programs;

implement procedures necessary for issuance of certificates in accordance with provisions of this policy.

Modifications in Certification Requirements

The Office of Planning and Development will be responsible for submitting annual reports of the Professional Standards Commission and the Teacher Education Council to the state superintendent's administrative assistant one month prior to reporting to the state board. The state superintendent's administrative assistant shall schedule the annual reports being submitted to the state board by advisory groups.

Kindergarten Education — One instructional unit consisting of a teacher and an aide shall be provided for each 20 regular students in ADM in a one-half day session and for each 12 handicapped students in ADM in a one-half day session.

Vocational Education — For purposes of making requests and allotments, an approved vocational teacher is defined as a teacher in grades seven through 12 assigned to teach industrial arts, vocational agriculture, distributive education, health occupations, home economics, vocational office practice, business and office occupations, technical occupations, trades and industry coordinated academic and vocational education, who is paid from state or local funds and carries a pupil-hour load of 100 or less daily. The teacher must be properly certified. The local administrative unit must have an approved local plan and provide instructional materials, equipment and facilities that meet state board standards for the program area. Allotments will be based on not more than 30 percent of the faculty of any school.

The state board shall provide a full allotment unit for each local unit of administration for each major fraction above a calculated allotment unit. Partial units are allotted for psychologists and special education leadership positions.

Local school systems shall use instructional units in conformity with the following provisions.

Units shall be assigned to the school and grades in which they are earned.

Instructional units shall not be interchangeable with supportive services personnel.

The employment of all teachers under this policy shall conform to State Board Policy GBBB, Teaching-In-Field.

In a small school a teacher allotted under this policy may be assigned to the position of teaching principal. In a school of fewer than seven teachers, the salary of the teaching principal shall be based on the teaching certificate. In schools of seven teachers or more, the teaching and nonteaching principal shall be paid on his or her professional administrative certification or his or her professional teaching certificate, whichever is the highest. The leadership supplement shall be based solely on his or her professional administrative certificate.

State funds shall be allotted to local school systems for payment of salaries of instructional personnel employed by the local system on the basis of the state minimum salary for a 10-month period.

A local unit of administration may submit for state board approval a program improvement plan which describes an alternative scheme for using funds allotted for general education and vocational education instructional units. When the state board approves the program improvement plan, the local unit of administration may use up to one third of the funds earned from these allotted instructional units to employ instructional personnel other than certificated teachers. Funds for these personnel shall be disbursed on the basis of the average salary for certificated personnel with a bachelor's degree. (The average salary would be determined by getting the sum of the annual salary for the T-4 certificate at each level of experience from zero to 14 and dividing this by 15.)

Georgia Code: 32-610a (1974, 1975), 32-637a (1974, 1975), 32-642a (1974, 1975), 32-653a (1974), 32-656a (1974, 1975), 32-660a (1974).

Descriptor Term: **Educational Accountability**	Descriptor Code: IAB	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education is charged with the responsibility of assuring that each citizen in Georgia is provided an adequate educational opportunity. The Georgia Board of Education believes the school and school system are responsible for providing an adequate educational opportunity for the citizens of the community. We believe teachers are responsible for the use of teaching practices appropriate to the students under their charge. We believe individual students are responsible for what they learn. We believe parents are responsible for assuring their children take advantage of the educational opportunities provided.

In light of these responsibilities and beliefs, the Georgia Board of Education places accountability on staff employed in the Georgia Department of Education, on staff employed by local school systems, on students and on local boards of education.

The State Superintendent of Schools shall recommend standards of performance in each of these areas of accountability as a basis for evaluating achievement of the expected outcomes.

Georgia Code: 32-602a (1974, 1978), 32-603a (1974), 32-650a (1974), 32-653a (1974), 32-655a (1974), 32-661a (1974), 32-662a (1974), 32-665a (1974), 32-666a (1974), 32-670a (1974), 32-671a (1974).

Descriptor Term: **Educational Accountability**	Descriptor Code: IAB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The State Superintendent of Schools or his or her designee shall evaluate performance in each area of educational accountability.

Descriptor Term: **Curriculum Development** Cf: IHF	Descriptor Code: IC	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education considers the essential function of education to be the development of individuals who can participate effectively in the society of which they are a part. The general curriculum of early childhood, middle, secondary and adult education programs should provide learning experiences through which the individual acquires the attitudes, values, knowledge and skills which enable him or her to function effectively in a rapidly changing society. The state board has the legal responsibility to provide rules and regulations to govern courses of study, to provide an overall course of study for all schools receiving state aid, to review and approve additional courses of study set up by local systems and to provide curriculum revision according to Georgia Code 32-408. In carrying out this responsibility, the state board assumes that this curriculum planning and development will incorporate and reflect current accepted knowledge of the nature of society, the nature of the individual and the nature of the learning process.

The legal responsibility of the state board to provide direction to local systems in curriculum requires the development and dissemination of courses of study and comprehensive guidelines for curriculum planning and development. Such guidelines should include appropriate content relating to

purposes, goals and objectives;

the nature of the learner and the learning process, as related to human growth and development;

selection of activities and resources for learning;

evaluation of learning;

alternative methodology;

funding, management control and accountability.

These guidelines should also include a description of the instructional program structure for early childhood, middle, secondary and adult education programs, identification of state course guides in these areas and provision for incorporating the following specific areas into the instructional program structure.

Nutrition, hygiene, etiquette and the social graces relating to the partaking of meals (Georgia Code 32-622a)

History of the United States and Georgia, essentials of the United States Constitution and the Constitution of Georgia, and American institutions and ideas (Georgia Code 32-657a)

Background, history and development of the federal and state governments (Georgia Code 32-657a)

Physical education (Georgia Code 32-1901)

Career education (Georgia Code 32-611a)

Separate course-of-study guides shall be prepared for programs, program elements or content areas identified in the program structure. Such course guides shall be furnished to local school systems for adaptation or adoption at the local level and should be used in local curriculum planning and development. Local school systems shall be encouraged to develop local course guides to supplement and complement state course guides. Comprehensive guidelines for curriculum planning and development will be distributed by the Office of Instructional Services.

Georgia Code: 32-408 (1937, 1961), 32-434 (1951), 32-622a (1974, 1975), 32-653a (1974), 32-657a (1974), 32-1901 (1971), 32-437 (1951), 23-611a (1974).

Descriptor Term: **Curriculum Development**	Descriptor Code: IC-EP	Issued Date: *June 1980*
	Rescinds:	Issued:

Specific course guides and guidelines shall be prepared by the Office of Instructional Services, using appropriate advisory committees appointed by the State Superintendent of Schools. The Office of Instructional Services shall recommend to the state superintendent local system personnel and others to serve on such advisory committees.

Descriptor Term: **Curriculum Planning** Cf: AHA, AHB, IC, IHF	Descriptor Code: ICB	Issued Date: June 1980
	Rescinds:	Issued:

The state superintendent shall establish and administer procedures whereby local boards of education may apply to have their curriculum plans endorsed by the Georgia Board of Education.

Georgia Code: 32-408 (1937, 1961), 32-657a (1974).

Descriptor Term: **Curriculum Planning**	Descriptor Code: ICB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall develop and implement procedures whereby local boards of education may apply to have their curriculum plans endorsed by the state board.

Descriptor Term: **Career Education**	Descriptor Code: IDAA	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education believes that career education is a concept through which all educators assist each individual at every educational level to make continuous progress in acquiring the abilities necessary to satisfactorily manage a personally meaningful and productive career.

In pursuit of this concept the school shall help the young people to

> know through broad experiences how one's own abilities, achievements and interests relate to work and educational alternatives;
>
> know how learning acquired in school is used in work-related activities;
>
> identify with work, workers and work values;
>
> develop skills and attitudes needed for continued learning, career decision making, planning, job preparation, job seeking and career success.

Local school systems' curriculum should be organized to reflect the following elements of the career education concept.

> Using career-oriented content and learning-by-doing activities in existing curriculum, as a means to motivate and enhance achievement of basic skills
>
> Implementing group guidance and classroom activities which encourage individual responsibility for personal career planning and a broadening of perceived occupational and career choices
>
> Using community and home resources for learning experiences
>
> Creating enough flexibility so that students may combine a wide range of educational experiences to create their own personalized curriculum related in part to career exploration and tentative career goals
>
> Offering experiences and opportunities for increased career options through career exploration, school-managed volunteer and paid work experience for credit, development of entry level job skills and job placements
>
> Relating the fine, practical and liberal arts to work and other life roles and values
>
> Establishing work-related performance expectation that each secondary student is expected to demonstrate prior to leaving school

The Georgia Board of Education directs the State Superintendent of Schools to give direction, encouragement and assistance to local school systems in implementing career education as a concept within the public schools. In performing this function the state superintendent shall develop and make available an up-to-date resource guide for use in local school systems by superintendents in implementing the career education concept,

incorporate the concept of career education into the curriculum framework,

develop procedures to insure that local educational plans and proposals submitted for state funding include plans for implementing the career education concept,

develop and apply standards to assess the quality of the career education concept,

develop and review annually a plan that specifies how the Georgia Department of Education will assist local systems in implementing the career education concept.

Georgia Code: 32-408 (1937, 1961), 32-604a (1975), 32-653a (1975), 32-611a (1974), 32-660a (1974).

Descriptor Term:	Descriptor Code:	Issued Date:
Career Education	IDAA-EP	June 1980
	Rescinds:	Issued:

The Office of Instructional Services and Vocational Education shall develop annually a plan for career education including the following five components to be coordinated and reviewed by the Superintendent's Task Force with recommendations being made to the state superintendent. These plans shall be due prior to submission of the annual budget. Both plans will address at least the following questions.

What are the end products expected? How are they to be reached? What objectives and assistance will be given to local systems in order to implement the career education concept?

What procedures will be implemented in order to achieve the objectives? What are expected results, how will they come about, and under what policies or administrative procedure revisions or developments? Who will supervise and evaluate the program?

How will the objectives be evaluated annually to determine the extent of achievement?

What progress was achieved over the previous year?

How does the proposed budget relate to the career education plan proposed by the Georgia Department of Education office under which it operates?

The state superintendent will direct the Career Education Task Force to coordinate the following.

The development and updating of a career education resource guide

The incorporation of the career education process throughout the curriculum framework through the Office of Instructional Services

The development of standards to be applied to career education through the Office of Administrative Services

Further, the Superintendent's Task Force will work through each office to review guidelines and procedures for local systems to submit plans and proposals to the state for funding regarding the inclusion of the career education concept.

Descriptor Term: **Vocational Education** Cf: DFBE	**Descriptor Code:** IDAB	**Issued Date:** June 1980
	Rescinds:	**Issued:**

The Georgia Board of Education is designated as the State Board for Vocational Education and is directed and empowered to do all things necessary and proper to plan, develop and administer a sound and effective program of vocational education for this state.

The state board shall recognize and preserve insofar as practicable its distinct responsibilities for vocational education as distinguished from its activities in the field of general education and shall keep separate board minutes of its activities as the State Board for Vocational Education.

The Georgia Board of Education, acting as the State Board for Vocational Education and hereinafter designated as the "State Board," shall maintain a comprehensive program of vocational education within the state.

Vocational Education means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with the state board or local educational agency. Vocational education is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations including home economics and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs. Vocational education excludes any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree. Vocational education includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices, instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training and job placement.

The state board shall provide related activities in support of a comprehensive program of vocational education including but not limited to the following.

Vocational student organizations

Leadership training

Staff and student travel

Staff development

Research and demonstration

Special programs for handicapped, disadvantaged and gifted students

Curriculum materials development and dissemination

Job placement and follow-up

Career guidance for decision making and planning

State Plan for Vocational Education

The state superintendent shall develop and maintain, in consultation with the State Advisory Council on Vocational Education, a State Plan for Vocational Education which provides for an assessment of current and future needs for vocational education, program budgets reflecting annual and long-range fiscal requirements, vocational education staff development activities, and regulations and procedures for the administration of vocational education.

Before approving the state plan, the state board shall conduct a public hearing which has been preceded by proper public notification.

Local Plan for Vocational Education

The state superintendent shall require local school systems to prepare and submit a local plan for vocational education in order to be eligible for state support in the funding of local vocational education programs.

Local school systems shall be notified in writing of the action taken on their plans. Reasons for disapproval in whole or in part must be specified. A local school system shall have the opportunity to submit a revised plan or part of a plan for vocational education after notification of disapproval.

Vocational Education Program Manual

A Vocational Education Program Manual shall be developed and maintained for the use of local school systems in preparing local plans for vocational education. The purpose of the manual shall be to provide direction and guidelines for the operation of state supported vocational education programs. The program manual shall include the following.

Definitions of a comprehensive program of education and vocational education, comprehensive high school, area vocational high school, state and area vocational-technical schools

Criteria for establishing and maintaining comprehensive programs in various size schools and for the designation of vocational programs in high schools moving toward fulfillment of the requirements for comprehensive high school

State participation in funding, monitoring and evaluating programs in part and in whole

The program manual shall be an authoritative publication approved by the state board.

Cooperative Program Between State and Area Vocational-Technical Schools and High Schools

In equipping a student with proper skills for entry into an occupation and for living in today's society, the Georgia Board of Education sees great potential benefit in cooperative programs between vocational-technical schools and high schools.

The state superintendent shall develop for state board approval regulations and procedures whereby state and area vocational-technical schools and high schools might work cooperatively in providing appropriate experiences for high school students based on the student's individual needs and requirements.

Georgia Code: 32-611a (1974, 1975, 1978, 1979), Chapter 32-22.

Descriptor Term: **Vocational Education**	Descriptor Code: IDAB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Vocational Education shall develop and implement regulations and procedures necessary to assure proper management of vocational education programs.

Descriptor Term: **Kindergarten Program** Cf: AF, DFBG	Descriptor Code: IDAC	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education recognizes the importance of kindergarten education and believes that much crucial learning occurs before age six. The state board has an essential responsibility to provide appropriate educational opportunities to all children who have attained five years of age, as determined by state and local requirements. The state board will provide a kindergarten program which will be at least on a one-half day basis for 180 days.

Participation in programs of kindergarten education by eligible children shall be maintained on a voluntary basis.

The State Superintendent of Schools shall annually submit a request for funds to the state board for the kindergarten program.

Georgia Code: 32-607a (1974, 1975), 32-621a (1974, 1975).

Descriptor Term: **Kindergarten Program**	Descriptor Code: IDAC-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall be responsible for the development and implementation of a statewide kindergarten program. The Office of Instructional Services shall

prepare and administer a State Plan for Kindergarten;

provide technical assistance and consultative services to local school systems;

inform other state and federal agencies of local school system plans for the kindergarten program;

monitor local school system kindergarten programs;

report annually to the state superintendent the status of kindergarten education programs in the state;

recommend annually to the state superintendent the amount of money needed for the implementation, operation and administration of kindergarten programs.

Descriptor Term: **Instruction of American History and Government**	Descriptor Code: IDAD-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall assure that local school systems adhere to the following requirements.

Develop and implement courses of study in the background, history and development of the federal and state governments, and in the essentials of the United States Constitution and the Constitution of Georgia

Develop and implement courses in the study of American institutions and ideals

Include a study of the local county and municipal governments in these courses

Select the text to be used in the courses from a multiple list of approved textbooks prescribed by the Georgia Board of Education

Plan so that high school courses in American history and government do not supersede any earlier courses in Georgia history and government which are taught traditionally in the seventh and eighth grades

Periodically give examinations as part of these required courses in American history and government

Descriptor Term: **School Heatlh Education and Services**	Descriptor Code: IDB	Issued Date: June 1980
Cf: IC	Rescinds:	Issued:

The Georgia Board of Education believes that many of the health problems experienced by the children and youth of this state could be prevented through a comprehensive health education program. The state further believes that a comprehensive health education program includes appropriate administration for carrying out the program, adequate school health services, a healthful school environment and comprehensive health instruction by teachers certified in health education.

The State Superintendent of Schools shall develop a plan for comprehensive health education including recommended policies, procedures and practices. The plan shall also include concepts and skills for health education instruction. This plan shall make comprehensive health education a part of the total school curriculum.

Each local unit of administration is directed by the state board to develop policies, procedures and practices dealing with comprehensive health education. These plans shall include the areas of administration, school health services, healthful school environment and health instruction.

Georgia Code: 32-408 (1937, 1961), 32-434 (1951), 32-435 (1951), 32-436 (1951), 32-437 (1951), 32-1901 (1971), 32-622a (1974, 1975, 1976), 32-623a (1974), 32-653 (1974).

Descriptor Term: **School Health Education and Services**	Descriptor Code: IDB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall develop and implement a plan for comprehensive health education including concepts and skills dealing with the following.

Alcohol, tobacco and drug abuse
Diseases
Environmental, community and national health resources
Nutrition
Personal and family living and health
Safety and first aid
Mental, social and emotional health
Structure, function and care of the body
Consumer health
Health services

This plan shall make provision for curriculum research, development and instruction in health education.

The Office of Instructional Services shall prepare and distribute an elementary health education guide for grades kindergarten through four, a middle school health education guide for grades five through eight and a secondary health education guide for grades nine through 12. Publications on health careers will also be made available.

The Office of Instructional Services shall develop rules and regulations for school health services.

The Office of Instructional Services shall provide assistance to local units of administration in developing health services policies and health education instructional packages.

Descriptor Term:	Descriptor Code: IDDB	Issued Date: February 1982
Compensatory Education Cf: DFBH, DFC	Rescinds: IDDB	Issued: June 1980

The Georgia Board of Education recognizes the importance of providing an adequate educational opportunity for all children. In meeting the needs of all children, the State Superintendent of Schools shall provide for the operation of programs of compensatory education which are established to provide specifically designed instructional activities for children identified as needing such instruction in order that their level of educational achievement may be raised to that appropriate for children of the same age and grade level.

The state superintendent shall allocate funds appropriated by the Georgia General Assembly to local systems for compensatory education teachers and auxiliary personnel. This allocation will be based on a formula using the number of children in each system achieving below the established criteria* as determined by the results of statewide tests in reading or mathematics or both.

Prior to the allocation of compensatory education funds, each local system must submit to the state superintendent a Compensatory Education Program Plan. This plan must be based on a documented, systemwide needs assessment for grades one through 12 and must include the following.

Procedures to select children in greatest educational need to participate in compensatory language arts/reading, oral/written communication and mathematics activities based on an assessment of their educational needs. This assessment must include data from the state CRTs and norm-referenced tests. In addition, the local system may use locally developed tests, teacher grades and any additional information that documents children's educational needs.

Establishment of program goals and objectives reflecting the provision of specially designed instructional activities only to children identified as needing remedial programs on a regularly scheduled basis in grades one through 12.

A statement describing the local system's efforts to plan comprehensively for the use of all local, state and federal compensatory funds available to meet the special needs of children identified as needing remedial programs.

A strategy to evaluate the effectiveness of the program through the assessment of achievement gains of individual students served in the state Compensatory Education Program. These gains must be determined by the results of a standardized achievement test.

A description of remedial activities in grades nine-12 that is specifically linked with the learner competency performance standards required for high school graduation.

A description and rationale for expenditure of these funds for special diagnostic, evaluative and instructional materials which are essential to the success of the program.

A description of and a rationale for expenditure of these funds for staff development activities in grades nine-12.

A program budget detailing all Compensatory Education Program expenditures.

The State Superintendent of Schools shall be responsible for the appropriate administration of funds.

Chapter I of the Education Consolidation and Improvement Act of 1981 (P.L. 97-35) makes federal funds available to Georgia for the development and implementation of programs of compensatory education in the basic skills for school age children. Programs of compensatory education funded by Chapter I, ECIA shall be for the benefit of educationally deprived children who are specifically identified as such on the basis of a comprehensive needs assessment made by the local unit of administration and who reside in eligible attendance areas. Chapter I, ECIA funds are provided to maximize the educational opportunity for the following groups of educationally deprived children.

School age children in the regular public school population who meet the identification criteria

Institutionalized handicapped children

Institutionalized, neglected or delinquent children

Migrant children of migrant agricultural workers and of migrant fishermen

Bilingual students, children who use English as a second language

The aggregate amount of a grant which a local unit of administration is eligible to receive for a fiscal year under Chapter I, ECIA, is determined by the U.S. Secretary of Education in accordance with provisions of Chapter I of the Act.

If the appropriation for Chapter I for a given fiscal year is not sufficient to provide for maximum funding, each local unit of administration's allocation shall be ratably reduced by the U.S. Secretary of Education in accordance with provisions of the Act.

Suballocations of a county grant to independent local units of administration which are located in whole or in part of that county shall be made as follows.

Any suballocation of a county's grant for neglected and delinquent children ages five through 17, residing in approved local institutions or in foster homes shall be the aggregate amount determined for such children in that county by the formula prescribed in Public Law 97-35.

The remainder of such a county's grant shall be suballocated among the affected local units of administration on the basis of the distribution of children ages five through 17 from low-income families as determined by a formula which places a weight of 25 percent on the most recent U.S. census data and a weight of 75 percent on aid to families with dependent children (AFDC) data for fiscal year 1984 through 1987.

A local unit of administration's grant shall be no less than 85 percent of the previous year's ratably reduced allocation.

Local units of administration shall submit project proposals for the use of Chapter I, ECIA funds in accordance with P.L. 97-35, as amended, federal regulations and state regulations developed by the state superintendent.

The Vocational Education Act of 1976 (P.L. 94-482) makes federal funds available to Georgia for the implementation of vocational education programs which enable disadvantaged youth to achieve vocational education objectives that would otherwise be beyond their reach unless their special needs are met. Funds provided by the Vocational Education Act for programs of vocational education for disadvantaged youth may be used by local units of administration to provide special area schools. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs designed only for disadvantaged youth. Local units of administration shall apply for funds for vocational education programs for disadvantaged youth through submission of the local plan for vocational education in accordance with P.L. 94-482, federal regulations and state regulations developed by the state superintendent.

*See Executive Procedure

Georgia Code: 32-408 (1937, 1941), 32-413 (1937, 1941), 32-417 (1945), 32-611a (1974, 1975), 32-618a (1974-1977), Georgia Laws 1979 (p. 1427).

Descriptor Term: **Compensatory Education**	Descriptor Code: IDDB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall

assure the proper and efficient expenditure of funds made available to the compensatory education program by the Georgia General Assembly,

assure proper program management of Title I, ESEA,

provide local systems with the *Georgia Regulations and Procedures Manual for Title I of the Elementary and Secondary Education Act* and keep systems apprised of any changes in the manual.

The Office of Vocational Education shall develop and implement regulations and procedures necessary to assure the proper and efficient expenditure of funds made available for vocational education for disadvantaged youth by the Vocational Education Act.

Descriptor Term	Descriptor Code	Issued Date
Gifted Students Cf: DFBF	IDDD	June 1980
	Rescinds	Issued

There are identifiable children and youth in Georgia who, because of high mental ability, have special educational needs, and in order to develop to their fullest potential need an educational program specially designed for them. The Georgia Board of Education endorses the development and operation of programs of special education for pupils in the public schools of this state who have high mental abilities and the potential for exceptional academic achievement.

The state superintendent shall develop for state board approval a State Plan for the Education of the Gifted which shall make provisions for the following.

> Special programs of education for gifted children and youth of all ages during the regular school year
>
> The operation of a special student honors program for gifted students in public and private high schools to be conducted during the.summer months

The state superintendent shall require local school systems to submit local plans for participation in the program for the gifted. The state superintendent shall develop guidelines for the development of local plans.

Georgia Code: 32-605a (1974), 32-609a (1974).

Descriptor Term: **Gifted Students**	Descriptor Code: IDDD-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall maintain a State Plan for the Education of the Gifted which provides rules and regulations for the allotment and use of personnel and guidelines for development and review of local school system plans for participation in the program for the gifted.

The Office of Instructional Services shall provide technical assistance to local school systems in the development and implementation of local plans.

Descriptor Term: **Driver Training**	Descriptor Code: IDDE	Issued Date: June 1980
	Rescinds:	Issued:

To provide students an opportunity to receive driver's education in the public schools of this state, the Georgia Board of Education shall provide funds to local units of administration equal to the direct cost of providing driver education programs to public school students who hold a valid driver's or learner's license. For each student who successfully completes the program, the state board shall annually allot funds to local units of administration on a pro rata basis, based on the level of funding provided by the Georgia General Assembly. The state board shall direct the State Superintendent of Schools to establish minimum requirements for the distribution, use and expenditure of funds allotted for driver's education.

Georgia Code: 32-619a (1974).

Descriptor Term: **Driver Training**	Descriptor Code: IDDE-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall establish procedures for the distribution, use and expenditure of funds allotted for driver's education.

Descriptor Term: **Special Education** Cf: DFBF	Descriptor Code: IDDF	Issued Date: June 1980
	Rescinds:	Issued:

Definition and State Plan

The Georgia Board of Education has an essential responsibility to provide appropriate educational opportunities to all children and youth including those exceptional children whose school achievement or adjustment is hindered due to emotional, physical, communicative or intellectual deviations or a combination thereof.

A child or youth from five through 18 years of age is considered to be exceptional if he or she meets any of the following requirements.

Is physically handicapped
Is mentally retarded
Is speech impaired
Is hearing impaired
Is visually impaired
Is multihandicapped
Is hospital/homebound
Has other health impairments
Is intellectually gifted
Has a special learning disability
Has a specific behavior disorder
Is severely emotionally disturbed
Is autistic
Is deaf/blind
Has other special needs which may be identified

Children from birth through four years of age whose handicap is so severe as to necessitate early education intervention may be eligible for special education services.

The State Superintendent of Schools shall prepare and submit to the state board a comprehensive State Plan for Exceptional Children and Youth that

includes all areas of exceptionality,

reflects the expected enrollment of students in the Special Education program,

details the procedures for program operation,

includes procedural due process guarantees,

projects staffing requirements and staffing feasibility for implementation of the program,

contains procedures and formulas for the allocation of state and federal funds to local school systems.

Definition and State Plan (Continued)

The state plan shall provide assurances that all exceptional children will be provided a free appropriate educational program according to their individual educational needs.

Definition of State Plan

The state plan shall provide for an Advisory Panel for Exceptional Children in accordance with P.L. 94-142 to act in an advisory capacity to the state superintendent. The panel shall be appointed by the state board upon recommendations by the state superintendent.

In order to coordinate their services and provide a comprehensive program for special education the Georgia Board of Education, The Georgia Board of Human Resources, Department of Offender Rehabilitation and the Department of Vocational Rehabilitation shall establish a Coordinating Committee for the Exceptional Individuals and Preschool Programs. The committee shall meet at least once every quarter and consist of no less than three members from each of the departments operated under the participating board, including at least one individual at one of the top two levels of management.

Allotment of Funds and Personnel

The allotment of funds by the state board to local school systems for use in programs for special education shall

> provide for state-approved instructional units for exceptional children;
>
> provide for maintenance and operation, sick leave, textbooks and library materials for each special education unit;
>
> provide for the purchase of braille and large print materials for children and youth who are blind or partially sighted;
>
> provide for transportation of exceptional pupils;
>
> include the average daily attendance of exceptional children and youth in determining capital outlay allocations;
>
> provide for the allotment of leadership units according to the established formula in the Adequate Program for Education in Georgia (APEG).

The state board shall have the authority to provide additional personnel and funds for educational programs not ordinarily coming within the prescribed curricula for the public schools and for other special programs deemed necessary to carry out education and services.

Georgia Code: 2-5501, 32-443 (1966), 32-444 (1966), 32-605a (1974, 1975, 1979, 1980), 32-609a (1974, 1975), 32-613a (1974, 1975), 32-614a (1974, 1975), 32-615a (1974, 1975), 32-617a (1974), 32-620a (1974), 32-621a (1974, 1975), 32-625a (1974, 1975), 32-637a (1974, 1975), 32-638a (1974, 1975), 32-672a (1974), 32-716 (1937, 1961), 32-2801 (1943), 32-2802 (1943), 32-2803 (1943), 32-2804 (1943), 32-2805 (1943).

Reference: *School Psychological Services Handbook*
Special Education Rules and Regulations

Descriptor Term: **Special Education**	Descriptor Code: IDDF-EP	Issued Date: June 1980
	Rescinds:	Issued:

Definition of State Plan

The Office of Instructional Services shall develop and implement a statewide program for exceptional children and youth. The Office of Instructional Service shall

maintain a State Plan for Exceptional Children and Youth;

formulate regulations and administrative procedures for the development of local system plans;

review and approve all local system plans for programs for exceptional children;

formulate regulations and administrative procedures for due process guarantees, insuring least restrictive alternatives, nondiscriminatory testing and placement and confidentiality;

provide consultative and technical assistance to local school systems;

provide for comprehensive personnel training and staff development;

administer a program that provides for alternative placement in appropriate programs for those exceptional children and youth not adequately served by state schools or local system programs;

recommend to the state superintendent persons for membership on the State Advisory Panel for Exceptional Children;

monitor programs providing services for exceptional children;

report annually to the state superintendent on the evaluation of the effectiveness of the program for special education;

maintain the *Special Education Regulations and Procedures Manual* which shall contain all regulations and procedures applicable to local systems.

Allotment of Funds and Personnel

The Office of Instructional Services shall formulate criteria for allotment of the following.

Special Education teachers to local school systems in keeping with approved state and local system plans

Personnel and funds for special program deemed necessary to carry out special education services

Descriptor Term: **General Educational Development** Cf: IDG	Descriptor Code: IDGB	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education believes the high school diploma to be a basic significant credential. Without it, one may not be offered opportunities which facilitate one's entry into the broad economic and social mainstream of American life.

Thousands of Georgia adults have not completed a formal high school program of study and evidence indicates the existence of a fairly stable percentage of youth who enter but do not complete high school. Yet, as adults, many of these people could demonstrate concept and skill mastery experiences via General Educational Development testing which would enable them to be comparable to high school graduates, acceptable by industry, government and institutions of higher learning.

The Georgia Board of Education recognizes that adults should be able to earn credentials equivalent to that of high school graduates through the issuance of a high school equivalency certificate to all applicant adult Georgia residents based on their achievement of satisfactory scores on a battery of General Education Development Tests. As a result of this commitment, the state board realizes that many adults will be encouraged to acquire knowledge and also have yet another chance to meet a requirement for employment or promotion, to satisfy an educational qualification for induction into the Armed Forces of the United States, to meet an educational requisite of state and local licensing examinations and to gain personal satisfaction by completing the GED test battery successfully.

The Georgia Board of Education does not intend to establish a system which could become competitive with formal high school programs of study that culminate with an award such as the diploma. Therefore, to qualify for admission to General Educational Development testing, applicants shall be 18 years of age and not enrolled in a school and the high school class of which the applicant was last a member shall have graduated; or 17 or 18 years of age and have satisfactorily completed a state approved adult education program; or 17 and 18 years of age, out of school, with a special need mutually agreed upon by the applicant's parents and the school system superintendent.

The state superintendent is authorized to establish and maintain procedures to insure effective and efficient state administration of General Educational Development testing and equivalency certification of adults who qualify by virtue of their test scores, including the out of school 17 and 18 year olds with special needs. These procedures also shall provide for the safekeeping of all records of test scores and certificates issued, and to the greatest extent practicable, shall provide for test security.

The state superintendent shall establish a schedule of fees to be paid by applicants for testing. The state superintendent shall provide for accounting procedures so that financial transactions arising from fees collected are amendable to state audit.

The state superintendent is authorized to designate official General Educational Development Test Centers. Centers shall be located in either federal, state or local accredited institutions but only when authorized by governing authority of the institution in which testing is to occur. These criteria also shall prescribe the qualifications which must be met by chief examiners.

The state superintendent shall adopt General Education Development Test scores that are deemed to be valid minimum scores that would be achieved by high school graduates for state board adoption.

A local board of education may establish criteria to award a high school diploma to adults who successfully met any additional local requirements.

Georgia Code: 32-2401 (1919, 1931, 1943), 32-2402 (1919, 1931), 32-608a (1974, 1975, 1978).

Descriptor Term: **General Educational Development**	Descriptor Code: IDGB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Planning and Development shall develop regulations and procedures governing the administration of General Education Development Tests and publish such regulations and procedures governing GED administration in Georgia. These provisions shall parallel those recommended in the GED Manual for GED Testing Service of the American Council on Education, Commission on Educational Credit.

The Office of Planning and Development shall monitor the official testing centers for the purposes of determining if center services follow Georgia Board of Education policies, state superintendent's executive procedures and Georgia Department of Education regulations. The Office of Planning and Development shall make recommendations and establish inservice training sessions to assist in ensuring quality services.

The Office of Planning and Development shall establish criteria concerning testing administration in the official testing centers. These criteria shall provide for but not be limited to the following items.

Flexible testing schedules on a quarterly or more frequent basis

Completion of application with appropriate identification prior to issuance of official scores or an equivalency certificate

Issuance of scores to examinee

Location for administering and scoring tests

Proper use of tests

Issuance of GED transcripts to persons or agencies other than examinee

Agencies reporting official scores

Official application forms for GED tests

Proper storage, microfilming and permanent keeping of original completed application by the Office of Instructional Services

Availability of GED tests, through official testing centers, for unusually and severely handicapped in languages of English, Spanish and French, for active military personnel stationed at Georgia military bases and for qualified institutionalized adults residing in state and federal facilities

Protection of restricted GED testing materials in testing centers

Insurance of quality services for target population

Retesting authorization and qualifications

Minimum standard scores necessary for earning an equivalency certificate

Issuance of duplicate certificates

The Office of Planning and Development shall establish regulations concerning fees paid to testing centers for the testing battery and retests. The fees shall be part of the superintendent's (administrator's) annual financial report and the budget of the local school system's and the superintendent's (administrator's) annual report. Copies of receipts should be on file for audit purposes. Fees collected by examiners will be managed in an approved manner and controlled through the system's business department, subject to state audit.

Descriptor Term: **Organization for Instruction**	Descriptor Code: IEB	Issued Date: June 1980
	Rescinds:	Issued:

Early Childhood Education, K-4

The Georgia Board of Education believes that the early childhood education program should be based on developmental principles and its goals expressed in developmental terms related to the total child and his or her family. The curriculum should be directed toward the formation of basic concepts and the development of the basic skills, concepts, learnings and attitudes in the areas of psychomotor, cognitive and affective area domains. The state board advocates primary attention be given to the development of an integrated curriculum to include the basic skills of reading, listening, oral/written communications and mathematics, art, music, physical education, social science, science and health.

Middle School Education, 5-8

The state board believes that programs of education for grades five through eight should enable students to explore a wide range of activities and content, with particular emphasis on career exploration. Schooling at this level should bring adolescents to a better understanding of themselves and their potential, build on their needs and interests and provide further development of content, skills and attitudes. The state superintendent shall take positive steps to insure that courses are offered in the basic disciplines of science, social science, mathematics, languages, health, and physical education, art and music.

Secondary Education, 9-12

The state board believes that secondary education programs should allow for personal development as well as career training; provide broader and more flexible programs to meet the individual needs, interests and abilities of students; and insure that each student has an equal and adequate educational opportunity.

The state board expects that upon graduation from high school, each student should be substantially able to pursue further study in programs of vocational technical schools, colleges and universities and should be adequately competent to function in society as an individual, citizen, consumer and producer.

The State Superintendent of Schools shall evaluate secondary education programs in terms of effectiveness, cost, benefits, facilities, personnel, management and organization. The state superintendent shall encourage a willingness to change as knowledge and research justify such change.

The State Superintendent of Schools shall give necessary encouragement, direction and support to local school systems to provide effective programs in early childhood, middle school and secondary education and shall actively seek to build, maintain and improve quality education in Georgia.

Georgia Code: 32-411.1 (1947), 32-413 (1937, 1941), 32-653a (1974), 32-714 (1937, 1947).

Descriptor Term: **Organization for Instruction**	Descriptor Code: IEB-EP	Issued Date: June 1980
	Rescinds:	Issued:

Early Childhood, Middle and Secondary Education

The Office of Instructional Services will provide consultant services to local system superintendents to assist in evaluation and improvement of programs in early childhood, middle and secondary education.

Funds will be sought from local, state and federal governments and from private enterprises to finance research, development, demonstration, dissemination and evaluation.

Descriptor Term: **Instructional Media and Equipment**	Descriptor Code: IFA	Issued Date: June 1980
Cf: DFBB, IFAA, IFAB, IFAC, IFBEBA	Rescinds:	Issued:

The Georgia Board of Education believes that instructional media and equipment are necessary and integral components of effective instructional programs. High quality media and equipment, in sufficient quantity to support instructional strategies and learning activities, should be selected and made available to support the achievement of local educational goals. Due to the proven impact of this component of the instructional program, policy direction should be established at the highest level of administration in the local school systems. Decision making regarding the selection and access to specific media and equipment should be a local responsibility involving students, teachers, media specialists and administrators.

Each local system is required to develop policies for the purpose of insuring that expenditures for instructional media and equipment contribute to the attainment of student goals identified for the system and to comply with the Federal Copyright Law (94-553). Included in these policies should be the basis for determining the amount to be spent on nontextual media. In addition, a process for identifying media committees at the system and school levels composed of administrators, media specialists, teachers, students and community representatives, shall be included. For instructional equipment, priority shall be given to that which would benefit students with special needs. Written procedures must be developed for implementing the policies. The procedures must include a decision-making process that is based on projected teaching strategies and learning activities.

Appeals

If appeals concerning instructional media and equipment are brought to the state board through normal appeals procedure, the state board shall have the authority to prohibit expenditure of state funds for the items under appeal.

Georgia Code: 05-311 (1976), 32-603a (1974), 32-613a (1974, 1975), 32-614a (1974, 1975), 32-660a (1974).

Descriptor Term: **Instructional Media and Equipment**	Descriptor Code: IFA-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall provide staff assistance to local units of administration in the development of policies and procedures dealing with instructional media and equipment.

Descriptor Term: **Textbook Selection and Adoption** Cf: IFA	Descriptor Code: IFAA	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education shall maintain a free textbook program for the purpose of providing funds to local school systems for the purchase of textbooks, in order that local school systems may achieve the goals and objectives of their instructional programs. Textbooks are defined as the body of basic material essential to instruction in a given discipline. This definition includes but is not limited to hardbound books, softbound books and basic instructional multimedia programs.

The state board shall select a Textbook Advisory Committee to examine textbooks and make recommendations thereon to the state board. Such committee shall consist of professional educators and lay persons appointed by members of the state board from their respective congressional districts. In addition, the state board shall appoint, upon the state superintendent's recommendation, educators and lay persons to serve at large. Appointments shall be made at the March meeting of the state board.

The newly appointed Textbook Advisory Committee shall meet in May for the purpose of organizing itself and providing publishers an opportunity to present materials and inform the committee of the use and value of materials submitted for consideration.

The Textbook Advisory Committee shall assemble in Atlanta prior to the October meeting of the state board to prepare the list of titles to be recommended to the state board for adoption. Each publisher shall be given an opportunity to answer any questions which may have arisen relative to the materials previously submitted. Also at this meeting interested citizens of Georgia shall be given an opportunity to present their views on any books under consideration.

The Textbook Advisory Committee shall present to the state board at the regular October meeting of the board a list of titles recommended for adoption as basic textbooks to be purchased with state funds. The state board may accept or reject, in whole or in part, recommendations of the Textbook Advisory Committee.

Appeals from publishers or interested citizens shall be made in writing to the State Superintendent of Schools. The state superintendent shall submit an appeal to the textbook committee of the state board. The textbook committee of the state board shall either

> determine that the evidence is not sufficient to support the appeal and resolve the issue by making a recommendation to the state board to dispose of the appeal, or determine that the appeal is valid and submit the appeal to the Textbook Advisory Committee which shall evaluate the appeal and submit written recommendations to the textbook committee of the state board in an effort to properly resolve the appeal.

No member of the Textbook Advisory Committee shall receive any gift, reward, present or emolument from any author, publisher, producer or distributor of instructional materials (with the exception of copies of the materials themselves) nor shall any member accept employment with any author, producer, publisher or distributor or instructional materials while serving on the committee.

The State Superintendent of Schools shall prepare and submit to the state board an annual report that documents the activities of the free textbook program and make recommendations for future action.

Georgia Code: 32-603a (1974, 1975), 32-653a (1974), 32-660a (1974), 32-707 (1937), 32-708 (1937), 32-709 (1937), 32-710 (1937), 32-711 (1937), 32-712 (1937), 32-713 (1937), 32-719 (1937), 32-723 (1937).

Descriptor Term: **Textbook Selection and Adoption**	Descriptor Code: IFAA-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall insure that publishers adhere to the following procedures for submission of bids.

Publishers will be notified in March of each year that the Georgia Board of Education will evaluate basic textual material for possible adoption. The subjects to be considered and pertinent dates will be provided in the initial notice.

Complete bid information will be mailed to publishers who respond to the notification of intent to call for bids.

In May publishers will provide a complete list of titles to be bid to the Textbook Advisory Committee. At the same time, the list will be made available to the public.

Publishers shall organize and display sample copies of titles bid in one or more locations to be designated. One of these locations shall be in the State Office Building. A sample of each title shall remain on display and be available for examination until the Textbook Advisory Committee presents its recommendations to the state board, but not less than 60 calendar days.

Publishers shall deliver sample copies of textbooks bid to members of the Textbook Advisory Committee. All samples shall be complete and finished books and shall conform in all respects to the copy to be purchased under the bid agreement.

Where applicable, materials bid shall meet the specifications of the most recent adoption of the National Association of State Textbook Administrators.

Publishers may submit materials to be considered for the purpose of adding to a series currently adopted. Such bids must be submitted prior to the first regular adoption following the acceptance of the series currently listed by the Georgia Board of Education.

The procedures pertaining to the Textbook Advisory Committee are as follows.

Each member of the Textbook Advisory Committee shall establish a subcommittee from his or her district to assist in the evaluation of materials bid. Each subcommittee shall be made up of professional educators, lay persons and, where appropriate, students.

In order that all evaluations be based on the same premise, general and specific evaluation criteria will be provided to each committee and subcommittee member. Specific criteria to be used in each subject area will be developed by the Textbook Advisory Committee within the perimeters established by the Georgia Board of Education.

Members of the Georgia Department of Education staff shall be available as needed to assist the Textbook Advisory Committee.

Publishers may be contacted by Textbook Advisory Committee members, but publishers are not to initiate conferences.

Committee members shall maintain a record of each person providing assistance in evaluating material.

All meetings of the Textbook Advisory Committee shall be open to the public.

When applicable, materials recommended by the committee shall meet the specifications of the most recent adoption of the National Association of State Textbook Administrators.

Majority approval of the committee is required before recommendation to the state board for adoption.

Records of the Textbook Advisory Committee shall be maintained in the Georgia Department of Education for a period of one year after adoption by the state board.

Descriptor Term: **Nontextual Materials Selection** Cf: IFA	Descriptor Code: IFAB	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education recognizes the value of nontextual media and enhancing instructional programs. Therefore, the state board authorizes local boards of education to purchase, maintain and repair nontextual media in accordance with Georgia Board Policy IFA.

Nontextual media shall include books, films, recordings, paperback books, filmstrips, workbooks, videotapes and audiotapes, newspapers, magazines and specialized equipment to serve students with special needs, as well as other consumable and nonconsumable supplies and materials.

Georgia Code: 32-603a (1974), 32-613a (1974, 1975), 32-614a (1974, 1975), 32-660a (1974).

Descriptor Term: **Nontextual Materials Selection**	Descriptor Code: IFAB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall provide staff assistance to local systems in the development and implementation of media programs.

The Office of Instructional Services shall provide staff assistance to local units in the evaluation and improvement of media centers.

Descriptor Term: **Instructional Equipment and Supplies Selection**	Descriptor Code: IFAC	Issued Date: June 1980
Cf: DFBB, IFA	Rescinds:	Issued:

The Georgia Board of Education shall allot funds to local systems for the purchase, maintenance, repair and replacement of equipment for instructional laboratories and for special education classrooms.

In using these funds, local systems shall adhere to the criteria in the document *Property Accounting for Local and State School Systems (Handbook III).*

Funds under this program are intended for use in the instructional program. Funds are not to be used in support of interscholastic or athletic activities. Purchases must not be eligible for purchase under other state programs which provide funds to local systems for instructional purposes.

Georgia Code: 32-603a (1974, 1975), 32-613a (1974, 1975), 32-614a (1974, 1975), 32-653a (1974), 32-660a (1974).

Descriptor Term: **Instructional Equipment and Supplies Selection**	Descriptor Code: IFAC-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall develop and distribute to local systems suggested guidelines for using funds for instructional equipment. The Office of Instructional Services shall provide staff assistance to local systems in the development and implementation of the instructional equipment program.

DESCRIPTOR TERM **Instructional Television**	DESCRIPTOR CODE **IFBE**
	EFFECTIVE DATE **August 1983**
	ADOPTED **July 1983**

The Georgia Board of Education recognizes that radio and television are media with potential for increasing students' educational opportunities in school and for providing information and staff development for local educators. The state board, in cooperation with the Georgia Public Telecommunications Commission, accepts responsibility for planning and providing instructional programming and related services to meet the needs of Georgia public schools. Services are normally provided through the production facilities and broadcast network of the Georgia Public Telecommunications Commission during the school day (8 a.m. - 4 p.m.); however, some services are provided at other times. It is the policy of the state board to use these resources to provide program services designed to address the most critical instructional needs of the schools. Finally, it is the policy of the state board to seek the necessary funding and personnel to provide these programs and related services.

The state superintendent shall develop a plan to determine the most critical public school educational needs which may be most effectively addressed by instructional media. This plan shall also include a system and procedures for evaluating the effectiveness of the network in addressing these critical public educational needs. The plan shall be presented by the state superintendent to the state board for review and consideration for approval. The plan shall be in effect until modified or set aside by state board action and shall be evaluated annually by the state superintendent.

Georgia Code: 20-2-11(1937, 1961), 20-2-12(1963), 20-2-15(1963), 20-2-156(1975), 20-2-190(1974, 1975), 20-2-280(1974), 20-2-1140 (1919, 1931, 1943).

Descriptor Term: **Educational Television**	Descriptor Code: IFBE -EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Instructional Services shall prepare plans for ascertaining the needs of the citizens of the communities served by the network stations, the most critical educational needs of public education which may be most effectively met by the media and plans for using the media to meet these needs. The Office of Instructional Services shall also develop plans for assessing the effectiveness of the network services and shall report at least annually to the state superintendent the status and effectiveness of these services for the schools and citizenry of the state.

Descriptor Term: **Field Trips and Excursions**	Descriptor Code: IFCB	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education recognizes the desirability of certain extended trips which provide instructional experiences. Students on these extended trips, when approved by local boards of education, shall be counted as present in maintaining attendance records for the first two school days and counted as absent for any succeeding days.

The Georgia Board of Education is also concerned about extended trips which tend to become sight-seeing trips rather than instructional experiences. When local boards of education are convinced that these trips should be maintained, they should be scheduled as an extension of the school term after graduation. The state board shall not permit children who are absent from school on such extended trips to be counted as present in maintaining attendance records.

Local school systems shall formulate rules and regulations to regulate extended trips, and these shall be reviewed periodically by the State Superintendent of Schools.

Georgia Code: 32-653a (1974), 32-660a (1974).

Descriptor Term: **Field Trips and Excursions**	Descriptor Code: **IFCB-EP**	Issued Date: **March 1983**
	Rescinds: **IFCB-EP**	Issued: **June 1980**

The Office of Administrative Services shall develop suggested rules and regulations regarding extended trips. Copies of these suggested rules and regulations will be sent to all local school systems.

The Office of Administrative Services shall work with each local school system to develop a local policy regarding field trips and excursions. The policy must be in accordance with section IFCB of the LEA regulations and procedures manual. The Office of Administrative Services shall review local systems' policies and recommend any needed changes.

DESCRIPTOR TERM **Promotion and Retention**	DESCRIPTOR CODE **IHE**
	EFFECTIVE DATE **See Below***
	ADOPTED **See Below***

The Georgia Board of Education believes that, in order to help assure appropriate achievement as students progress through their school experience, it should establish basic promotion and retention criteria to be used in the public schools of Georgia.

Third Grade Guidelines

***ADOPTED JANUARY 1984 - EFFECTIVE AUGUST 1985**

The criteria for promotion from third to fourth grade are as follows:

- Students must demonstrate acceptable performance in reading and mathematics skills on the appropriate criterion-referenced tests. ("Acceptable performance" is defined as a score at or above the minimum performance level on both the reading and mathematics criterion-referenced tests.)
- The local system shall develop local promotion requirement(s) such as:
    - teacher ratings
    - grades
    - locally developed assessment
- Students shall meet local promotion requirement(s) as well as demonstrate acceptable performance on the criterion-referenced tests in order to be promoted to the next grade.

Students who do not meet the criterion-referenced tests requirements shall be given an opportunity for retesting prior to the beginning of the following fall term.

Individualized Education Programs for handicapped students shall establish standards for promotion.

Students failing to meet the promotion guidelines shall be retained for a minimum of one year unless the student meets the guidelines as a result of the makeup administration of the criterion-referenced tests prior to fall term.

Remediation for those students who are retained in the third grade must be provided. Remediation must be directed toward identified weaknesses. Any retention beyond one year shall be addressed by local board policy.

Retention for Athletic Purposes

***ADOPTED FEBRUARY 1982 - EFFECTIVE FEBRUARY 1982**

The practice of retaining students for athletic purposes is prohibited in the public schools of Georgia.

Georgia Code: 20-2-280; 20-2-163.

DESCRIPTOR TERM

Graduation Requirements

DESCRIPTOR CODE

IHF

EFFECTIVE DATE

August 1984

ADOPTED

November 1993

The Georgia Board of Education recognizes the importance of assuring an adequate educational opportunity for each Georgian. This goal is to be supported by quality secondary school programs which promote personal development, academic growth, and career preparation. Such programs are to be based on a broad, flexible curriculum which addresses each student's needs, interests, and abilities.

The State Board defines as a major role of secondary schools the responsibility for providing the youth of Georgia with opportunities to acquire and to apply basic skills necessary for contemporary adult life. Such skills are defined as those which enable one to address effectively and efficiently the decisions and opportunities presented in a technological free society.

Graduation requirements from any Georgia high school which receives public funds shall include attendance, Carnegie units of credit, and life-role competency criteria signifying preparation for adult roles of learners (as measured by the Georgia High School Basic Skills Tests).

Secondary school instructional delivery and support services shall reflect the high school graduation requirements and assist all students to develop their unique potential to function in contemporary society.

Graduation Requirements

- ATTENDANCE

  Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

  For students more than 16 years of age, local boards may adopt policies allowing for program completion in more or less than 12 years of schooling. Attendance requirements can be waived considering the age and maturity of the student, accessibility of alternative learning programs, student achievement levels, and decisions of parents or guardians. Such attendance waivers must be consistent with guidelines of the State Board of Education.

- GEORGIA HIGH SCHOOL BASIC SKILLS TESTS

  The Georgia High School Basic Skills Tests measure the learner competency areas of reading, mathematics, problem solving (as assessed in the context of reading, mathematics, and writing). Students take the tests for the first time in their second year of high school if: (a) they are classified by the school system as tenth graders, or (b) they have accumulated three and one-half Carnegie units or 52 quarter hours of credit. Tests are given twice a year, and students may continue to take the tests until they earn passing scores.

CARNEGIE UNITS

Carnegie Unit credit is granted only for work completed in grades 9-12. Students who graduate from any state-supported Georgia high school must earn at least 21 Carnegie units of credit. Thirteen Carnegie units must be earned through the Georgia Core Curriculum, with the remaining units earned either through local board of education requirements or elective areas of study.

Enrolling ninth graders, beginning in the 1984-85 term, must meet the core curriculum requirements. Local school systems, by local school board policy, may begin on a student-by-student basis during the 1983-84 term.

CORE CURRICULUM

Required Areas of Study	Carnegie Units
English Language Arts	4
Mathematics	2
Science	2
Social Studies One of these units must be from the American studies area (American history/government); one from citizenship education and the "Principles of Economics/Business/Free Enterprise" (one-half units for semester programs and one-third units for quarter programs); one of the units must be from the world studies area.	3
Health, Safety, and Physical Education	1
Computer Technology and/or Fine Arts and/or Vocational Education	1
STATE REQUIRED UNITS	13
LOCALLY REQUIRED OR ELECTIVE UNITS	8
TOTAL UNITS REQUIRED (MINIMUM)	21

Any local system may require more than 21 units for graduation.

Any remedial unit credits given must be included among the elective unit credits. State required unit credit must be awarded for courses which include skills and concepts generally considered to be secondary school education levels of performance. Developmental special education courses are not considered remedial.

Additional courses selected from the following are also strongly recommended:

Mathematics
Science
Foreign Language
Fine Arts (Dance, Drama, Music, Visual Arts)
Computer Technology
Vocational Education
Traffic Safety Education

The Georgia Board of Education recommends that local boards of education prescribe a college preparatory program for those students who elect a rigorous academic experience. A formal seal of endorsement from the Georgia Board of Education will be awarded to those students who successfully complete the endorsed course of study.

CORE CURRICULUM FOR ENDORSEMENT

Required Areas of Study	Carnegie Units	Instructional Emphasis
English Language Arts	4	. Grammar and usage . Literature (American, English, and world) . Advanced composition
Science	3	. Physical science . At least two laboratory courses from biology, chemistry, or physics
Mathematics	3	. Courses in algebra, geometry, or more advanced courses
Social Science	3	. Two of these units must be from the American studies area (one in American history/government; one from the areas of citizenship education and "Principles of Economics/Business/Free Enterprise"). One of the units must be world history.
Foreign Language	2	. Skill building courses emphasizing speaking, listening, reading, and writing

Required Areas of Study	Carnegie Units	Instructional Emphasis
Health, Safety, and Physical Education	1	. Comprehensive health course focusing on decision making for life . Physical education course focusing on physical fitness for lifetime sports
Computer Technology, and/or Fine Arts, and/or Vocational Education	1	. Computer literacy or more advanced course . Dance, drama, music, visual arts . Agriculture education, business education, marketing and distributive education, home economics education, industrial arts education, trade and industrial education

STATE REQUIRED UNITS....17
ELECTIVE UNITS.... 4
TOTAL UNITS....21

Any local system may require more than 21 units for graduation.

Additional courses selected from the following are also strongly recommended:

Trigonometry
A third course in foreign language or study in a second foreign language
Physical and health education
Vocational education
An additional laboratory course in science
Computer technology
Fine arts (dance, drama, music, visual arts)

. COMPETENCY

Students who graduate from any state-supported Georgia high school must demonstrate at least minimal mastery of the competency performance standards for the learner as prescribed by the Georgia Board of Education.

Learner

Each graduate should demonstrate competence in the areas of reading, writing, mathematics, and problem solving. Performance will be demonstrated by students using those materials which are used in typical academic, employment, and everyday tasks. These may include newspapers, magazines, personal budgets, tax and employment forms, textbooks, business and personal letters, and other materials requiring the application of basic learning skills.

Reading - A student will demonstrate competency by his or her ability to read, understand, interpret, and use written materials in the context of academic problems, everyday tasks, and employment activities. Indicators of reading competence include such skills as identifying main ideas and details, interpreting literal and figurative language, and using reference resources.

Writing - A student will demonstrate competency by his or her ability to select, organize, and compose written material in the context of academic problems, everyday tasks, and employment activities. Indicators of writing include such skills as composing sentences, organizing information, and writing paragraphs.

Mathematics - A student will demonstrate competency by his or her ability to understand and employ basic mathematical concepts and operations in the context of academic problems, everyday tasks, and employment activities. Indicators of skills in mathematics include translating numbers, computing percentages, and applying arithmetic operations.

Problem Solving - A student will demonstrate competency by his or her ability to evaluate, analyze, and draw conclusions from situations presented in the context of academic problems, everyday tasks, and employment activities. Indicators of problem solving may include interpreting a variety of data, inferring cause and effect, and applying logical reasoning to the identification and solution of problems.

In addition to required learner competencies prescribed and evaluated by the State Board of Education, it is recommended that the local board of education prescribe additional adult life-role skills:

1. The skills and understandings necessary to improve both physical and mental health, to use leisure time in a profitable and fulfilling manner, and to establish a personal family role which is mutually beneficial to the individual and to members of the family.
2. The skills and understandings needed to function as a responsible member of society, using and contributing to society in an appropriate manner, and interacting with the environment in a

responsible way.

3. The skills and understandings needed to function as an informed consumer and to use available resources in an efficient and beneficial manner.

4. The skills and knowledge necessary to select and pursue a career reflecting personal interests and abilities. Each graduate should also have the skills needed to pursue a new career should situations arise which dictate career changes.

5. The skills and understandings to receive and transmit oral and aural communication in the context of academic problems, everyday tasks, and employment activities.

Procedures for Awarding Carnegie Units of Credit

Three procedures may be used by local systems for awarding Carnegie units of credit or increments of units of credit.

Course credit - Carnegie units may be awarded for courses of study based on 150 clock hours of instruction provided by the school. (Quarter programs offer 50 clock hours of instruction for one-third Carnegie unit. Semester programs offer 75 clock hours of instruction for one-half unit of credit.)

Credit in Lieu of Class Enrollment - Local boards may adopt policies, subject to the approval of the State Superintendent of Schools, to grant credit for learning which has occurred outside the school. Local systems must develop assessment procedures to award or exempt credits in lieu of class enrollment.

Credit for Planned Off-Campus Experiences - Local boards may adopt policies, subject to the approval of the State Superintendent of Schools, to grant credit for planned off-campus experiences if such experiences are a part of the planned studies program.

Secondary School Credentials

The High School Diploma shall be the official document certifying completion of attendance, Carnegie units, the Georgia High School Basic Skills Tests, and other requirements for high school graduation. The High School Performance Certificate shall be awarded to pupils who do not complete all of the criteria for a diploma, but who meet all requirements for attendance and Carnegie units.

Local Authorities and Responsibilities

Local boards of education have the authority to exceed the state minimum criteria for graduation.

Local boards of education have the responsibility to establish instructional support services and delivery services to uphold the multiple criteria for high school graduation:

> To provide an ongoing guidance component beginning with the ninth grade for familiarizing the student with graduation requirements and for examining the likely impact of individual career objectives on the program of work he or she plans to follow; also, to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
>
> To provide record keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students.
>
> To provide diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
>
> To provide instructional programs, curriculum and planned course guides, and remedial opportunities to assist each student in meeting graduation requirements.
>
> To provide appropriate curriculum and assessment procedures for students who have been identified as having handicaps which prevent them from meeting the prescribed competency performance requirements.

Georgia Code: 32-408 (1937, 1961); 32-609a (1974, 1975); 32-611a (1974, 1975); 32-653a (1974); 32-657a (1974); 32-660a (1974); 32-1901 (1971).

Descriptor Term: **Testing Programs — Student Assessment**	Descriptor Code: II	Issued Date: June 1980
	Rescinds:	Issued:

As one means of providing for a continuous and effective evaluation mechanism for the statewide education effort, the Georgia Board of Education endorses a program of statewide student assessment.

The objectives of the Statewide Student Assessment Program shall be as follows.

To provide basic information and helping the students assess their own progress through the educational system of the state so that they can become increasingly mature in understanding themselves, their educational needs and their future possibilities.

To help teachers understand their students in terms of their capabilities and achievement so that teachers can prescribe effective instructional programs for them

To identify students with special needs who may require adjusted programs and maintain continuing attention to their progress

To provide local systems with basic information for assessing the effectiveness of the principal phases of educational programs in sufficient detail to indicate specific steps required for continually strengthening those programs

To provide information to parents to help them understand their children in order that they may realistically help them plan ahead

To provide the Georgia Department of Education with basic information needed for equalizing educational opportunities for all children in all school systems of the state

To provide research agencies at both the state and local levels with data for generating and testing hypotheses concerning all aspects of the educational process

To provide every school system with strong incentives to experiment, at least on a modest scale, with new and promising educational programs, materials, devices and organizational arrangements

To provide the state legislature and general public with readily interpretable information concerning the status of the state system of education as a whole and individual schools within systems to be consistent with requirements of state law

To assist school systems to use generally recommended practices relative to test administration and use of test results

The Georgia Board of Education also recognizes the value of using the results of the Student Assessment Program to improve instruction at the local school level. As a means of attaining such improvement, the state board directs that the test results be used to

identify individual weakness in skill development in the various basic skills assessed, diagnose strengths and weaknesses of groups,

individualize instruction,

report progress to parents,

select curriculum materials,

set the pace of instruction,

select methods of instruction,

counsel students,

help determine changes needed in the curriculum of previous grades for basic skill development.

The Georgia Board of Education shall approve regulations and procedures for the administration of the Student Assessment Program and for the interpretation of the data derived from the program. In order to insure proper administration and use of Student Assessment Program test materials, these regulations and procedures shall include but not be limited to the following provisions.

Each local system shall test with the designated Georgia Criterion-Referenced Tests all students in grades which are specified by the state board, except that those students classified as Educable Mentally Retarded (EMR), Trainable Mentally Retarded (TMR), Specific Learning Disabilities (SLD), Visually Impaired, Hearing Impaired, or Multihandicapped may be excluded. The students do not have to be enrolled currently in one of these classes in order to be exempt if the system's placement committee has made the classification decision. Exemption of Behavior Disordered (BD) students or students whose primary language is not English may be allowed at the discretion of the local system if it is determined that testing such students in a standardized manner is not feasible. However, every effort should be made to test these students. The classification of the students exempted shall be in accordance with policies and procedures insuring due process and any applicable guidelines as outlined in *Georgia Special Education Regulations and Procedures.*

Local systems shall participate as needed in annual sample testing with norm-referenced achievement tests at grades as designated by the state board. Such testing will yield state level data only and will enable the state to maintain a longitudinal data base relating the progress of Georgia students to that of previous years and to that of a national reference group.

Each local system shall designate a professional staff member to coordinate the administration of the state student assessment program. Local systems also shall designate a professional staff member to be in charge of test security. The person in charge of security may also be the coordinator. The name(s) and address(es) of the individual(s) from each system must be on file in the State Student Assessment Office. Any change in designee(s) must be reported to the State Student Assessment Office within 30 days.

Local systems shall provide for secure storage of test materials and only the local superintendent or the professional staff member designated by the local superintendent shall have access to the materials.

Local systems shall have written policies and procedures relating to testing, test administration and use of test results.

The State Superintendent of Schools shall request annually the Georgia General Assembly to appropriate funds necessary for the operation of the Student Assessment Program.

The State Superintendent of Schools shall assure that data derived from the Student Assessment Program shall be compiled, analyzed, summarized and reported to the state board annually in order to provide an overall picture of statewide student achievement. The State Superintendent of Schools shall otherwise release test data upon request as required by Georgia Code 40-2701, et seq. The State Superintendent of Schools shall assure that such release shall be in a design and format to be approved by the state board and shall be congruent with the nature and form of the assessment program.

Scores for individual students shall not be made available except to system superintendents and local boards of education and except as provided by law.

Georgia Code: 32-651a (1974).

Descriptor Term: **Testing Programs — Student Assessment**	Descriptor Code: II-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Planning and Development shall plan, organize and manage a statewide program of student assessment. These activities shall include but are not limited to administration of the ongoing assessment program, development of assessment instruments and procedures and monitoring of contracts and activities of contracts providing services to the Student Assessment Program. The Office of Planning and Development shall develop, for approval by the state superintendent, regulations and procedures for the administration of the Student Assessment Program. The regulations and procedures shall include but are not limited to the following.

Grades to be tested
When tests are to be administered
Types of tests to be administered
Test administration procedures
Scoring procedures
Methods of data analysis to be employed
Information to be supplied to local school systems
Procedures for the public release of information

In addition the Office of Planning and Development shall

provide technical assistance to local school systems in the administration of tests and interpretation and use of test results,

provide technical assistance to local school systems in developing appropriate regulations and procedures for insuring security of test materials and proper administration and use of tests and test data,

report annually to the state superintendent on the effectiveness of the Student Assessment Program in meeting its objectives and recommend needed changes,

recommend annually to the state superintendent the amount of money needed for the administration of the Student Assessment Program.

The Office of Instructional Services shall provide technical assistance to local systems in using test data for evaluating and planning curriculum and instructional needs.

DESCRIPTOR TERM	DESCRIPTOR CODE
Entrance Age cf: IDDF	JBB
	EFFECTIVE DATE August 1984
	ADOPTED July 1984

All children who attained the age of six by September 1 of a fiscal year and all youth who have not yet received a high school diploma or its equivalent shall be eligible for enrollment in general and occupational education programs.

Children who have attained age five by September 1 of a fiscal year shall be eligible for enrollment in the kindergarten program.

A child who was a legal resident of one or more other states for a period of two years immediately prior to moving to this state and who was legally enrolled in a public kindergarten or first grade, or a kindergarten or first grade accredited by a state or regional association, shall be eligible for enrollment in the general education programs if such child will attain the age of five for kindergarten or six for first grade by Dec. 31 of the fiscal year and is otherwise qualified.

Any child who completes kindergarten under this policy shall be eligible for enrollment in first grade in the subsequent school year. Also, any child who met the conditions above who entered Georgia and completed kindergarten shall be eligible for first grade the subsequent year if such child attains the age of six by December 31 of that fiscal year.

Any child who has completed a kindergarten, as qualified above, who resided in another state for a period of two years immediately prior to moving to this state, shall be eligible for first grade if such child attains the age of six by December 31 of the fiscal year and is otherwise qualified.

Children who have attained age three or four and who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall be eligible for special education services. In accordance with Georgia's Special Education State Program Plan, provision of such services by local systems is not mandatory.

O.C.G.A. S 20-2-151; 20-2-152; 20-2-153; 20-2-280; 20-2-288; 20-4-23; Senate Bill 449, July 1, 1984.

Descriptor Term: **Entrance Age**	Descriptor Code: JBB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall require that local school systems adhere to entrance age requirements when state funds are involved in providing educational services.

DESCRIPTOR TERM **Absences and Excuses**	DESCRIPTOR CODE JBD
	EFFECTIVE DATE July 1983
	ADOPTED April 1983

Students shall be in attendance at public schools in accordance with requirements of the compulsory school attendance law and for the number of full-length days prescribed by law.

Excused absences shall be defined by the policies and regulations of the school system board of education which are in accordance with authority granted by the compulsory school attendance law and the following guidelines.

Children may be temporarily excused from school

when personally ill and when attendance in school would endanger their health or the health of others,

when in their immediate family there is a serious illness or death which would reasonably necessitate absence from school,

on special and recognized religious holidays observed by their faith,

when mandated by order of governmental agencies (Examples: preinduction physical examination for service in the armed forces or a court order).

Children may be excused from school attendance when prevented from such attendance due to conditions rendering school attendance impossible or hazardous to their health or safety.

Children who are at least 12 years of age and who are serving as pages of the Georgia General Assembly shall be credited as present by the school in which they are enrolled for days missed from school for this purpose.

A student may be granted an excused absence not to exceed one day in order to register to vote.

Individual students who have emergencies necessitating their absence from school for a portion of the school day must have been present for one-half of the instructional day in order to be included in the average daily attendance count. When there is cause necessitating an individual student to be excused from school for a portion of the school day, the student shall be released from school only to his or her parent(s), to a person properly identified to school authorities or upon request by letter or telephone from the parents.

O.C.G.A. § 20-2-280; 20-2-288; 20-2-286; 20-2-690; 20-2-691; 20-2-693; 20-2-694; 20-2-962.

Descriptor Term: **Absences and Excuses**	Descriptor Code: JBD-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall develop and annually review procedures for excused absences for students and submit recommendations to the State Superintendent of Schools. The Office of Administrative Services shall print in the attendance registers furnished to each teacher the procedures approved by the Georgia Board of Education.

DESCRIPTOR TERM	DESCRIPTOR CODE
Educational Release Program **cf: AF**	**JBFB**
	EFFECTIVE DATE **July 1983**
	ADOPTED **April 1983**

The Georgia Board of Education recognizes that early release programs of a planned educational nature may provide valuable educational experiences for students. Therefore, the state board endorses educational release programs under the following provisions.

Local boards of education that allow students to participate in educational release programs during the school day shall develop a local board policy which outlines the provisions of such a program. The local board shall annually submit a copy of the local board policy to the State Superintendent of Schools. The local board policy must be developed within the following guidelines.

> Except in an unusual or emergency situation, only those students in grades 11 and 12 may have the opportunity for an educational release program.
>
> Early release from state-approved vocational or special education work-study programs shall be available only to those students who are enrolled in those programs. For a student to participate, the student must be enrolled for a minimum of three hours of instruction daily.
>
> Early work release programs for students not under a cooperative program shall be fully prescribed in local board of education policy. The policy shall also designate the responsibility for the implementation of the program. Early release in this case shall be limited to those who are participating in at least four hours of school instruction.
>
> Other early release programs for students shall be of a planned educational nature in accordance with local board of education policies on early release and in these cases shall be limited to those who are participating in at least four hours of school instruction.
>
> Cooperative programs with colleges and vocational-technical schools shall be worked out on an individual basis with students in accordance with Georgia Board Policy IDAB. Only those students in cooperative work-study programs--or those under school supervision--shall receive credit for work done in an early release program.

Parental consent in writing shall be required from parents of students involved in an early release program.

The state superintendent shall develop procedures to ensure that local school systems follow this policy. These procedures shall include a review of the local board's policy. The review shall assure the following criteria are met.

Sound objectives exist for the educational release program

Academic standards are required for participating in the program

A process exists to be followed for obtaining parental agreement for the student's early release

An evaluation process exists to be used by the local board of education.

O.C.G.A. § 20-2-280; 20-2-288.

Descriptor Term:	Descriptor Code:	Issued Date:
Educational Release Programs	JBFB-EP	June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall review educational release policies submitted by local boards, evaluate them according to approved criteria and recommend them to the state board for approval or disapproval.

The Office of Administrative Services shall provide technical assistance to local boards in preparing educational release policies for review.

Descriptor Term: **Physical Examinations**	Descriptor Code: JGCA	Issued Date: June 1980
	Rescinds:	Issued:

Every child being admitted initially to a public school shall furnish to the school authorities a Certificate of Eye, Ear and Dental Examinations signed by a private practitioner or qualified representative of a local department of health on forms provided by the Georgia Department of Human Resources, approved by the Georgia Department of Education. To be valid, the eye, ear and dental examinations must have been received within the one year period prior to enrollment in school or the child must be eligible for Certificates of Eye, Ear and Dental Examinations because of some physical disability which, in the opinion of the examiner, makes performance of one or all required examinations inadvisable. Any child admitted to school without a certificate shall present a Certificate of Eye, Ear and Dental Examinations within four months following entrance to school.

Georgia Code: 32-445 (1972), 32-911 (1880-1, 1919, 1946, 1957, 1964, 1968, 1973, 1979).

Descriptor Term: **Physical Examinations**	Descriptor Code: JGCA-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall assure that local school systems adhere to regulations concerning physical examinations.

Descriptor Term: **Inoculations**	Descriptor Code: JGCB	Issued Date: September 1981
	Rescinds: JGCB	Issued: June 1980

By September 1, 1981 all children entering or attending kindergarten or the first, ninth, 10th, 11th or 12th grades in Georgia public schools are required to have adequate certificates of immunization. The students must have been immunized against those diseases as so specified by the Georgia Department of Human Resources prior to admission. By September 1, 1982 students of grades K-12 must have adequate certificates of immunization for these diseases before entering or attending school. Thereafter, all children entering Georgia public schools for the first time, regardless of grade level, must have adequate certificates of immunization to prove they have been immunized against these diseases. Parents are responsible for seeing that their children are properly immunized in accordance with the law (32-911).

Local school systems shall determine that students meet the immunization requirements. Only a local system superintendent or school principal may issue a 30-day provisional certificate so that immunization may be completed. Local school systems shall accept immunization certificates signed by a private practitioner or qualified representative of a local department of health stating that a child has a physical disability which in his or her opinion makes performance of one or all required immunizations inadvisable. In situations where time is a factor for students transferring from one school to another, a student shall be permitted to receive a copy of his or her immunization certificate from the school he or she presently attending in order to be admitted to another school.

If immunization requirements conflict with the religious beliefs of the parents and children, the parents must supply school officials with an affidavit stating that fact.

Georgia Code: 32-911 (1880-1, 1919, 1946, 1957, 1964, 1968, 1973, 1979, 1981).

Descriptor Term: Inoculations	Descriptor Code: JGCB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Administrative Services shall develop regulations and procedures governing immunization requirements. These regulations and procedures shall include the following items.

The school shall keep immunization records of all students enrolled in their schools and classes. Included in these records should be special, medically authorized certificates and affidavits for students who cannot be immunized for health or religious reasons, respectively.

Local school system superintendents or school principals should have a valid statement from a physician or local health department that the immunization requirements will be completed within the 30-day period before issuing a provisional certificate.

Descriptor Term **Child Abuse and Neglect Reporting**	Descriptor Code: JGEB	Issued Date June 1980
Cf: DFBI, IDH	Rescinds	Issued

The Georgia Board of Education in recognition of the fact that abused and neglected children are less able to attend school regularly and to perform to their maximal potential than are other children and in recognition of the legal mandate which requires Georgia educators to report suspected child abuse and neglect to the appropriate authorities, herewith establishes a procedural guideline policy for making suspected child abuse and neglect reports within the local school system.

In the fulfillment of the intent of this policy, local and state personnel shall observe the following guidelines.

> Any child under 18 years of age who is believed to have had physical injury or injuries inflicted upon him or her, other than by accidental means, by a parent or caretaker or has been neglected or exploited by a parent or caretaker or has been sexually assaulted shall be identified to a child welfare agency providing protective services where the child lives and having been designated to the county's Department of Family and Children Services by state law and the Georgia Department of Human Resources.
>
> For the purposes of these guidelines, the school social worker/visiting teacher shall be considered the appropriate local system personnel to make reports of suspected child abuse and neglect to the Department of Family and Children Services of the county in which the child lives (Georgia Code: 32-2111). Where a school system does not have the services of a certificated school social worker/visiting teacher, the system superintendent shall designate an appropriate individual to make reports. All school personnel suspecting child abuse and neglect shall make complaints to the designated delegate.
>
> The system superintendent shall be notified by the designated delegate of all referrals on child abuse and neglect received.
>
> The school social worker/visiting teacher or other appointed individual shall be the school liaison with protective services staff of the county's Department of Family and Children Services in relation to the child's school adjustment and performance and shall take individual investigative steps before finally reporting suspected cases of child abuse and neglect to the county's Department of Family and Children Services.

In order to meet legal responsibilities, reports of suspected child abuse and neglect are to be made in good faith, and the education of school system personnel in the identification of child abuse and neglect shall rest with the system and be coordinated by the school social worker/visiting teacher. This reporting is legal under Section 99.31(a)(5) and 99.36 of the Family Educational Rights and Privacy Act and does not constitute a violation of it so long as the following factors are taken into account.

> The seriousness of the threat to the child's health or safety
>
> The need for the information from the child's education records to protect the child's heatlh or safety

Whether the information is being disclosed to persons who are in a position to deal with the emergency

Whether time is of the essence in dealing with the emergency

Georgia Code: 74-111 (1977, 1978), 32-2111 (1945), 32-1009 (1919).

Descriptor Term: **Child Abuse and Neglect Reporting**	Descriptor Code: JGEB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Planning and Development shall insure that local school systems adhere to guidelines for the reporting of child abuse and neglect.

Descriptor Term: **Eye Protection**	Descriptor Code: JGFGB	Issued Date: June 1980
	Rescinds:	Issued:

The Georgia Board of Education recognizes its responsibility for insuring the safety of every student, teacher and visitor participating in or observing certain courses of instruction in any school or other educational institution within the state and requires that such persons shall wear appropriate industrial quality eye protective devices at all times while participating in or observing such courses as the following.

> Vocational, technical, industrial arts, chemical, physical or chemical-physical courses of instruction involving exposure to
>
> > molten metal or other molten materials;
> > milling, sawing, turning, shaping, cutting, grinding or stamping or any solid materials;
> > heat treatment, tempering or kiln firing of any metal or other materials;
> > gas or electric arc welding or other forms of welding process;
> > repair or servicing of any vehicle
> > caustic or explosive materials
>
> Chemical, physical or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations or other hazards
>
> Such other courses as shall be determined by the Georgia Board of Education

Further, such eye protective devices, excluding corrective lenses, shall be furnished by the school or other educational institution within the state for all students and teachers and shall be furnished for all visitors to such shops and laboratories as provided in rules and regulations adopted by the state board.

The State Superintendent of Schools shall develop standards and regulations for implementation of eye protection programs; criteria shall include quality, availability and usage of eye protective devices.

Georgia Code: 32-4201 (1974).

Descriptor Term: **Eye Protection**	Descriptor Code: JGFGB-EP	Issued Date: June 1980
	Rescinds:	Issued:

The Office of Vocational Education in concurrence with the Office of Instructional Services and the Office of Planning and Development shall assist school administrators in implementing eye protection programs and shall develop and distribute an eye protection guide for elementary and secondary schools (grades K-12) through postsecondary school and adult education classes.

As a minimum, the eye protection program shall meet the following standards.

> Every student, teacher and visitor using or observing machines or operations which present potential eye injury from physical, chemical or radiation agents shall be provided with eye protection equipment that should be durable and capable of being disinfected.
>
> Eye protection equipment shall meet the requirements specified in *Practice for Occupational and Educational Eye and Face Protection*, American National Standards Institute, Z87.1-1968.
>
> Persons whose vision requires the use of corrective lenses in spectacles, when required by this regulation to wear eye protection, shall be protected by
>
> > goggles that can be worn over corrective spectacles without disturbing the adjustment of the spectacles,
> >
> > spectacles whose protective lenses provide optical correction, or
> >
> > goggles that incorporate corrective lenses mounted behind the protective lenses.
>
> Eye protection equipment shall be kept clean and in good repair. The use of this type equipment with structural or optical defects shall be prohibited.

The protection guide shall include specifications for eye protection drawn from *Occupational Safety and Health Regulations for Construction*, Occupational Safety and Health Administration, Department of Labor, Washington, D.C., December 17, 1972. The guide shall also have a teacher/administrator reference section which will enable local officials and teachers to locate resource materials in all areas of occupational safety and health.

Descriptor Term: **Public School Standards** Cf: DFBD, FAA	Descriptor Code: MKA	Issued Date: June 1980
	Rescinds:	Issued:

In accordance with state law, the Georgia Board of Education will establish and enforce minimum standards for the operation of all phases of public school education. These standards shall be contained in a document entitled *Standards for Public Schools in Georgia*. The State Superintendent of Schools shall recommend to the state board the standards and a state plan for the development and application of standards. This plan shall also provide for the classification of school systems and the schools and for the enforcement process for nonstandard school systems and schools. This enforcement process shall provide for periods of consultation and probation prior to termination of state contributed Adequate Program for Education in Georgia funds. When adopted by the state board, the state plan shall remain in effect until amended by the state board.

Georgia Code: 32-653a (1974), 32-660a (1974), 32-669a (1974, 1975).

Descriptor Term:	Descriptor Code:	Issued Date:
Public School Standards	MKA-EP	June 1980
	Rescinds:	Issued:

The Office of Planning and Development Services shall develop and implement a State Plan for Public School Standards. The State Plan shall provide for the following.

The development of standards

Regulations for application of standards

The checking and classification of school systems and schools as standard or nonstandard

The enforcement of standards

Regulations for dealing with nonstandard schools

Nonstandard school systems and schools shall submit, at a time designated by the state superintendent, a plan for compliance with the standards. The plan shall indicate a sequence of activities for eliminating nonstandard items and a time frame for completion of activities. The Office of Planning and Development shall make available and coordinate, through other appropriate offices, consultative assistance for nonstandard school systems and schools.

The Office of Planning and Development shall prepare and submit annually to the State Superintendent a report detailing standard and nonstandard school systems and schools in the state and recommendation of action to be taken with nonstandard school systems and schools.